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NATIONAL ENDOWMENT FOR THE HUMANITIES

WASHINGTON, D.C. 20506



November 4, 1975

Material prepared in response to the September 23, 1975
memo from Stephen Wexler to Joe Hagan.

NATIONAL ENDOWMENT FOR THE HUMANITIES

WASHINGTON, D.C. 20506



NEH Reauthorization Information

The attached material has been prepared in response to requests from staff of the congressional committee considering the reauthorization of the National Endowment for the Humanities. The material consists of the following:

1. A summary of NEH programs -- their purposes, types of grantees and funding for FY 1974-75.
2. Responses to questions concerning the NEH volunteer "state-based" program committees.
3. Description of activities funded directly by NEH compared with those funded through the state-based programs.
4. Information about NEH media grants.
5. A list of members of the National Council on the Humanities.

Office of Planning and Analysis
November 3, 1975

NATIONAL ENDOWMENT FOR THE HUMANITIES

Funding/Examples

<u>Program/Purpose</u>	<u>Grantees</u>	<u>FY 1974</u>	<u>FY 1975</u>
<u>PUBLIC PROGRAMS</u>			
<u>State-based Program:</u> To support local projects engaging humanists and adult public in examination of important public issues (i.e. land use, economic growth, taxation, racial problems).	Volunteer humanities committees of citizens operating in each state and regránting NEH funds to locally initiated projects developed by libraries, museums, schools, colleges, other educational and cultural institutions, and business/labor/ civic groups.	\$7,702,599: Operational programs in 42 states, aiding approximately 3,780 community projects involving 5,670 humanists and reaching over 10 million citizens directly or through the media. Planning in 8 states.	\$13,689,834: Operational programs in 49 states aiding approximately 7,350 community projects involving 12,250 humanists and reaching over 20 million citizens directly or through the media. Planning in 1 state and 5 jurisdictions.
<u>Media Grants:</u> To support high-quality television, radio, and film production/for broadcast over national public television or radio. Activities have included "The Adams Family" and a series on American history designed for children; both to be shown over PBS.	Organizations with production facilities; institutions conducting pre-production research; public television stations.	\$5,885,419 for production grants and acquisition of series such as the highly acclaimed "War and Peace." Viewing for that production alone is estimated at 15 million.	\$5,315,017 for production grants including a series on the American short story and the currently running "Classic Theater -- the Humanities in Drama."
<u>Museums and Historical Organizations Program:</u> supports museums and historical organizations in their role as public educators through exhibitions, interpretive programs and personnel training.	Museums, ranging from small community to large metropolitan, historical societies, and non-profit organizations and institutions that have collections.	\$2,943,891 which supported 60 exhibitions and interpretive programs including the "Masterpieces of Tapestries" and allowed for 32 personnel development grants which affected approximately 300 museum professionals, volunteers and students.	\$5,265,176 which provided grants aiding students and professionals in internships and training programs as well as supported 65 interpretive programs and exhibitions viewed by over a million citizens--including archaeological finds from the People's Republic of China and the Scythian Gold Exhibit.

<u>Program/Purpose</u>	<u>Grantees</u>	<u>1974</u>	<u>1975</u>
<p><u>PUBLIC PROGRAMS (con't)</u></p> <p><u>Program development:</u> the experimental arm of the division, identifies patterns of grant making which complement other areas within division and supports activities designed to encourage and develop imaginative approaches to public humanities programs.</p>	<p>Educational institutions, associations, public libraries, non-profit national, civic, and professional organizations.</p>	<p>\$2,528,586: which supported 23 projects across the nation including several which explored the ways in which libraries can use their existing resources to more effectively make the humanities available to the adult, non-student population.</p>	<p>\$2,008,043: which supported 27 projects including grants to 5 major cities for urban humanities projects, and a planning grant for the League of Women Voters to work with historians, political scientists, constitutional lawyers and classicists to assist citizens to consider the on-going significance of political thought as expressed in the Federalists Papers.</p>
<p><u>EDUCATION PROGRAMS</u></p> <p><u>Institutional Grants:</u> To provide support to colleges and universities seeking to improve the quality and effectiveness of humanities instruction within their own institution.</p>	<p>Colleges, universities, and other educational organizations.</p>	<p>\$9,377,177 which permitted 24 planning grants for institutions to test and evaluate their plans on a pilot basis; 30 grants to institutions to develop and implement a related group of courses or a program of study focussing upon a particular region; culture, era, theme or level of curriculum; and 22 development grants for the reorganization of departments of instruction, and basic revision of curricula. Estimated <u>134,000</u> students benefitted.</p>	<p>\$5,481,547 for 59 planning grants to schools such as Ferris State College in Michigan; 13 Program grants to such schools as the University of Wyoming for a "Humanities Semester;" and 23 development grants for schools such as the University of Florida to relate the humanities to their five professional schools -- law, engineering, medicine, business administration, and the graduate school of arts and sciences. Approximately 139,000 students benefitted from these programs.</p>

Program/PurposeGrantees19741975EDUCATION PROGRAMS (con't.)

Project Grants: to promote development, testing, and dissemination of exemplary approaches to humanities education (from elementary to graduate) which can be used throughout the nation.

Colleges, universities, educational organizations, and elementary and secondary schools.

\$4,947,001 for 60 higher education projects which were planned and implemented by groups concerned with improvement of courses or programs, training of faculty in new approaches to their disciplines, and educational uses of libraries; 26 awards for projects to improve curriculum materials offered in elementary and secondary schools or providing short-term training institutes for elementary and secondary school teachers.

\$8,270,036 for 68 higher education projects which included grants to Western Michigan University and the University of Utah libraries; 34 elementary and secondary grants to groups such as the Hoopa tribe in California for the development of an archives and tribal history, as well as a grant to the Children's Television Workshop (creator of Sesame Street) for a feasibility study of a Bicentennial program for school children.

Humanities Institutes: to encourage interdisciplinary study and teaching by establishing regional university centers where senior and junior fellows from institutions throughout the country may come together to engage in interdisciplinary study of specific themes or topics. Fellows devote a full year to intensive study, discussion, and curriculum materials development and testing. Upon return to their home institutions, they incorporate new interdisciplinary courses into their curriculum.

Universities, with individuals subsequently applying to the grantee for fellowships.

\$2,759,223 for the four-year Humanities Institute located in New Haven, with fellows attending from such schools as: Emory University in Atlanta; Hope College, Holland, Michigan, and the University of Wisconsin at Milwaukee. The Institute is concentrating on the theme, "The Humanities and the National Life."

\$2,769,356 for the four-year Humanities Institute located in Chicago which will enable 60 American scholars from two and four year colleges and universities throughout the country to participate. The theme will be "Technology and the Humanities." Among the subjects to be studied are: bureaucracy, myths, mass media, advertising, and their implications for humanistic education.

Program/PurposeEDUCATION PROGRAMS (con't)GranteesFY 1974FY 1975

Cultural Institutions: to aid libraries and museums in providing formal and systematic educational programs designed both for students and the general public.

Museums and libraries

Not operating in FY 1974

\$543,602 for two multi-year projects. The Boston Public Library will explore Boston and its environs as a political, cultural, economic, literary, and social center--its uniqueness and its typicality as an American urban center. The Chicago Public Library will focus on writing in the city, studying its talented past and present.

FELLOWSHIPSResidential Programs

Fellowships in Residence for College Teachers - for teachers at smaller 4-year and 2-year colleges, who are primarily concerned with increasing their knowledge and understanding of the subjects they teach, to study at universities with distinguished faculties and facilities.

Individuals. Universities apply for operational grant; individuals apply for fellowships to attend the special residential program conducted by the university.

Not operating in FY 1974

\$2,570,586 for 160 teachers to study at designated universities. Grantees came from such schools as the University of South Dakota; Abraham Baldwin Agricultural College, Georgia; and Concordia College in Minnesota.

Summer Seminars for College Teachers - for teachers at smaller 4-year and all 2-year colleges to work during the summer with distinguished scholars at institutions with libraries suitable for advanced study

Colleges and universities; individuals apply to the grantee institution

\$1,361,841 funded 34 seminars with 408 participants from such schools as Brescia College, Ky; Quinnipiac College, Conn; and Panola Junior College in Texas.

\$2,484,861 funding 61 seminars with 732 participants from such schools as Kearney State College, Nebraska; Phoenix College, Arizona; and St. Francis College, Maine.

<u>Program/Purpose</u>	<u>Grantees</u>	<u>FY 1974</u>	<u>FY 1975</u>
<u>FELLOWSHIPS (con't.)</u>			
<u>Residential Programs (con't.)</u>			
<u>Fellowships and Seminars for the Professions</u> - for professionals outside teaching to study the humanistic dimensions of their professional interests; presently offered to journalists, law teachers, practicing lawyers, and medical practitioners, but other professions may be added.	Institutions; individuals apply to grantee institutions.	\$1,050,505 for 36 year-long fellowships and five seminars with 12-15 participants each.	\$1,132,663 providing 36 year-long fellowships and seven seminars with 12-15 participants each.
<u>Fellowship Support to Centers for Advanced Study</u> - for scholars in the humanities to attend centers for study and research in their own fields and for interchange of ideas with scholars in other fields.	Centers for advanced study.	\$168,000 supported one center with 16 fellows in residence.	\$491,720 provided 8 grants for approximately 45 participants.
<u>Independent Study Programs</u>			
<u>Fellowships for Independent Study and Research</u> - for scholars, teachers, writers, and other interpreters of the humanities who have produced, or demonstrated promise of producing, significant contributions to humanistic knowledge.	Individuals, usually teacher-scholars.	\$4,055,741 supported 389 individuals from schools such as Porterville College, Ca; Harvard in Mass; and the University of Nevada.	\$2,663,015 supported 159 individuals in study or research from schools such as: Brown U. in Rhode Island; Columbia in N.Y.; and the University of Wisconsin at Madison.
<u>Summer Stipends</u> - for college and university teachers, junior and community college teachers and other humanists for 2 consecutive months of full-time study or research.	Nomination by institution; if individual unaffiliated, applies directly to NEH.	\$400,000 supported 200 individuals in study or research at such schools as Ohio State; Purdue in Indiana; and Northwest Community College in Powell Wyoming.	\$408,000 supported 204 individuals in study or research from such schools as the University of Hawaii; Washington University in Missouri; and the University of Washington.

Program/PurposeGrantees19741975RESEARCH GRANT PROGRAMS

<u>Research Tools</u> - to support major research reference works in the humanities, e.g. dictionaries, bibliographies, guides and catalogs.	Institutions and individuals	\$1,884,224 for 40 tools projects including a Navajo/English dictionary.	\$3,065,769 for 51 tools projects including a bibliography on early American law and an atlas of early American history.
<u>Centers of Research</u> - to help significant research collections and institutions, e.g. research libraries, make their humanities collections more accessible to scholars and focus collaborative scholarly efforts.	Institutions	\$887,489 for 8 research center grants.	\$1,953,389 for 27 research center grants, which included a grant to the Society of American Archivists for a program to improve archival security.
<u>International Conferences for the Bicentennial</u> -to support international scholarly conferences in the U.S. during the Bicentennial.	Institutions and scholarly associations.	\$362,160 for planning ten conferences and congresses.	\$879,116 for planning or conducting 21 conferences and congresses bringing distinguished scholars from abroad to the U.S.
<u>General Research Projects</u> -to support collaborative or long-range research projects in all humanistic fields.	Institutions and Individual.	\$7,902,143 for 127 original research projects.	\$4,362,035 for 106 basic research projects including archaeological projects in Arizona and New Mexico.
<u>Editing</u> -to collect or edit historical, literary, or philosophical papers or works.	Institutions and Individuals.	\$2,107,718 for editing projects.	\$1,528,931 for editing projects such as the papers of Darwin and Jane Addams.
<u>State and Local History</u> -to support the location and organization of historical resources and the writing of state and local histories in America.	Institutions and Individuals	\$252,102 for 14 state and local histories including histories of Silcott, Washington and Manchester, New Hampshire	\$615,162 for 12 projects including a study of the early American fur trade in Nebraska and the contributions of labor to the state of Ohio.

Program/Purpose	Grantees	1974	1975
<p><u>PLANNING</u>: to remain open to new ideas and methods which will apply humanistic knowledge to involve larger numbers of individuals in humanistic study. In fulfilling this mandate the division houses the Youthgrants program, the program of Science, Technology, and Human Values, evaluation and analytical studies, and experimental projects.</p>	<p>Institutions, organizations, individuals</p>	<p>\$2,012,166 which supported development grants such as the Courses by Newspaper, offered in 200 newspapers and reaching 20 million readers; analytical studies which included analysis of humanities education in the two-year colleges; and 35 Youthgrants influencing approximately 150 individuals with topics ranging from archaeological projects to a study of American jazz.</p>	<p>\$4,543,552: Projects include Courses by Newspaper now running in over 400 papers reaching 45 million readers; dissemination of AIF related material and an analysis of foreign languages in American life. Youthgrants were awarded to 41 individuals and as of October 1975, 9,500 high schools and colleges are participating in the Bicentennial Youth Debates.</p>

2. Questions concerning NEH State-based Programs

2a. How much money goes to the states, and how much is matched by state committees?

Over the five years of program operation, approximately \$28 million of Federal funds have been provided; these funds have been matched by at least \$30 million private and local dollars. Since FY 73, the Endowment has allocated approximately 20% of its annual appropriation to the state-based program -- making it by far the largest single program funded by the Endowment.

In FY 1975, \$13,689,854 was granted to the state committees which were operating in 49 states with the final state completing its planning and ready to begin operation. Since its inception, the program has required a one-to-one match in private and local dollars. In FY 1975, as in each year, state committees more than matched the \$13.6 million awarded by NEH, and it is expected that the \$15.6 million to be awarded in FY 1976 will also be matched.

The following chart shows the growth of funds and operating state committees since the inception of the program in FY 1971:

<u>FISCAL YEAR</u>	<u>TOTAL GRANTED</u>	<u># STATES OPERATIONAL</u>
FY 1971	\$ 654,900	6
FY 1972	2,346,022	17
FY 1973	5,354,545	32
FY 1974	7,407,458	42
FY 1975	13,689,854	49
FY 1976 (est.)	15,600,000	50

The average grant to state committees has almost tripled in the five-year period --- from \$100,000 in FY 1971 to over \$280,000 now. State committees have had no difficulty in matching these increased funds, and in fact the volume of high-quality applications received by state committees has out-paced their capacity to fund them.

The scope of the program remains as it was in 1973, when the Congressional committees reviewed the program's purpose and procedures extensively. State committees have a specific developmental mission: their activities aim exclusively at the general adult public, and all of their funded projects relate the humanities to broad public concerns of the adult citizens of the state. This purpose reflects the urging of the House authorizing subcommittee in 1970 that the Endowment expand its activities aimed at the adult public, the Senate authorizing subcommittee's concern in 1970 that the Endowment experiment with programs within each state, and the concern of both subcommittees that the Endowment give particular attention to relating the humanities to "current conditions of national life."

In 1973, after thorough review (including the testimony of four state committee chairmen), neither subcommittee found reason to change the

program's procedure or scope. At the end of FY 1974, the Endowment conducted a review jointly with all state committees and concluded that the program was achieving important results under existing procedure and with the existing focus on the adult public and on issues of broad public concern.

2b. NEA and NEH funding of state groups

Listed below are the amounts of NEA and NEH funds provided through their respective state programs for 1975.

It should be noted that all NEA state arts councils receive grants for, and operate on, the Federal fiscal year schedule (July 1-June 30). The NEH state-based programs, however, have been developing over the past five years, and only this year has the last state (New York) become operational. Because of this phased development and because the Endowment has attempted to be responsive to the particular needs and most efficient operating schedule determined by each state group, the humanities programs do not all run on a uniform July-June basis in all 50 states.

In addition, as the humanities committees have gained operating experience, the National Council on the Humanities has welcomed requests from them for 18-month grant periods (rather than 12 months) in order to facilitate longer-range planning. (This procedure also makes for a more efficient Council review and agency administration of state-based grants; but it should also be noted that most state committees have not yet requested to change to an 18-month basis.) Thus, some state groups received 18-month awards in FY 1974 which extend through 1975, while others have received 18-month grants in 1975 which extend into FY 1976.

In order to permit comparability between the two agencies' funding for their state programs, it has been deemed desirable, while presenting the actual NEH grants, to express these grants in terms of a 12-month period regardless of the date awarded and regardless of the total amount actually granted. Therefore the table below shows the following for each state:

1. The actual current grant award made by the Humanities Endowment to each state-based program committee. Grants for more than a 12-month period are noted with an asterisk.
2. The amount available from the NEH grant for the 12-month period comparable to the period covered by the Arts Endowment's grant either actual or pro-rated from an 18-month grant.
3. The FY 1975 Federal-State program grants made by NEA to state art councils.

The data reveal that total funding available to NEH state-based programs amounts to \$14.1 million. Correcting for the grants covering more than one year, it can be seen that slightly over \$13 million was available to the state-based humanities programs for a 12-month operation. On a comparative basis:

NEH -- average current grant:	\$283,214
NEH -- average grant for 12-month period:	260,509
NEA -- average program grant, FY 1975:	240,633

It should also be noted that both the Arts Endowment and the Humanities Endowment programs require that Federal funds be matched on a one-to-one basis; the total matching amounts required are, therefore, the same as the totals listed for each state.

	<u>NEH State-Based Program</u>		<u>NEA Federal- State Program</u>
	<u>Current Grant</u>	<u>12-month Grant ^{1/}</u>	<u>Grant</u>
Alabama	\$163,300	\$163,300	\$246,300
Alaska	300,000	300,000	280,500
Arizona	161,000	161,000	236,500
Arkansas	68,000 ^{2/}	116,000 ^{3/}	216,000
California	540,000*	359,640	252,000
Colorado	262,660	262,660	223,565
Connecticut	262,500	262,500	271,000
Delaware	220,000*	146,520	212,500
Florida	400,000	400,000	274,922
Georgia	325,000	325,000	211,000
Hawaii	255,000	255,000	222,500
Idaho	202,442	202,442	235,760
Illinois	484,340	484,340	270,845
Indiana	602,400*	401,198	230,796
Iowa	231,934	231,934	235,218
Kansas	240,500	240,500	259,791
Kentucky	215,000	215,000	242,800
Louisiana	246,000	246,000	200,000
Maine	200,000	200,000	222,900
Maryland	280,000	280,000	325,500
Massachusetts	400,000*	266,640	283,000
Michigan	200,000	200,000	281,900
Minnesota	275,000	275,000	272,000
Mississippi	275,000	275,000	224,000
Missouri	410,000*	273,060	223,395
Montana	297,500	297,500	214,800
Nebraska	200,000	200,000	221,000
Nevada	180,000	180,000	222,775
New Hampshire	166,500	166,500	263,700
New Jersey	300,000	300,000	214,950
New Mexico	200,000	200,000	250,800
New York	646,000	430,236	243,500
North Carolina	367,000	367,000	217,350
North Dakota	275,000	275,000	210,000
Ohio	340,000	340,000	210,000
Oklahoma	250,810	250,810	237,150
Oregon	250,714	250,714	261,595
Pennsylvania	300,000	300,000	244,500
Rhode Island	200,000	200,000	249,225
South Carolina	240,000	240,000	222,525
South Dakota	445,000*	296,370	217,600

NEH State-Based Program (Continued)

	<u>Current Grant</u>	<u>12-month Grant</u>	<u>NEA Federal- State Program Grant</u>
Tennessee	\$278,233	\$278,233	\$263,995
Texas	353,870	353,870	229,000
Utah	280,000*	186,480	226,500
Vermont	200,000	200,000	213,075
Virginia	200,000	200,000	208,250
Washington	375,000	375,000	377,327
West Virginia	220,000	220,000	200,000
Wisconsin	200,000	200,000	239,300
Wyoming	<u>175,000</u>	<u>175,000</u>	<u>218,050</u>
Total	14,160,703	13,025,447	12,031,659

1/ Amount available for 12-month period.

2/ 8-month grant to complete planning and begin operations.

3/ Extrapolated on basis of 8-month grant; actual subsequent grant will be higher.

* 18-month grant.

2c. Membership of state volunteer committees

All 50 operating state committees have autonomous responsibility to make their membership broadly representative of their state. Typically, members serve staggered three or four year terms, so that one-third or one-fourth of the committee changes each year. As the membership rotates, state committees make serious and elaborate efforts to consult broadly within their state. For example, the Oklahoma committee in advance of adding a group of members asked for recommendations from over 5,000 people in Oklahoma, including the leadership of every state agency and state organization in the state, as well as of media, religious groups and community organizations. Each committee is required by the Endowment to maintain broad representation of the many viewpoints and publics found in each state, and to maintain roughly proportional membership drawn from three categories: leaders of community groups and organizations (including business, labor, minorities, farmers, civic organizations), leaders of educational and cultural institutions, and scholars in the humanities. Nationally, the breakdown among the three categories is: leaders in the community 42%; leaders of educational and cultural institutions 29%; scholars in the humanities 29%. At each grant period, the National Council on the Humanities reviews the breadth and representativeness of the membership of the state committees.*

The state-based committees now have more than 850 members and are richly diverse in both geographical representation and background. For a few examples:

*

To initiate the program in each state, the Endowment surveyed the state's demography and cultural resources, and invited four or five leaders, known to have interest and experience in the humanities and public education, to consider developing a program within the state. (The Endowment consulted the most reliable sources available, within and without the state, in order to identify these four or five initial representatives from each state: in New York, for example, over 150 leaders in the State were personally contacted, many of them in state government or public life in the State.) In each state, as this "nucleus" of four or five people agreed to carry the idea forward, the Governor was notified while they went about expanding themselves into a committee of fifteen to thirty people, by consultation with academic and cultural institutions, community and civic organizations, and public leaders throughout the state. Thus each state committee came to exhibit its own character, reflecting state needs, available expertise and a broadly representative nature. After the Endowment's initiation of the idea in each state, the state committee proceeds autonomously in the manner described above.

The Alabama committee includes (of 22 members) --

a rabbi, a judge, a newspaper editor, the president of a business college, the director of the state library, a woman bank president, a member of the state labor council and a university president who is presently on leave from the committee to serve as Secretary of Health, Education and Welfare of the United States.

The New Mexico committee includes (of 22 members) --

a woman rancher, an editor, a banker, a bishop, an attorney, a state legislator, the president of the University of New Mexico, and the executive secretary of the state AFL-CIO.

The Hawaii committee includes (of 18 members) --

the superintendent of Catholic schools for the state, a rancher, a labor attorney, the president of the Dillingham Corporation, the editor of the Honolulu Star-Bulletin, and the state archivist.

The state committees have no political or partisan criteria for membership. The state committees have more than 100 ethnic minority members throughout the nation. There is an Indian woman chairperson in one state and a black chairperson in two states. More than 250 women serve on the committees.

From the public sector on the committees there are representatives of the media, labor, banking, agriculture, industry, civic organizations, churches and synagogues, secondary education, local government. There are housewives, owners of small businesses, writers and ranchers. Other public membership includes such figures as Ambassador Eugenie Anderson of Minnesota, novelist Fletcher Knebel, foundation president Nils Wessel, rancher David Acres of Texas, Indian author Vine Deloria, and Owen Cooper, former President of the Southern Baptist Convention.

Scholars in the humanities are represented on every committee. They come from institutions throughout the state and represent special training in a wide variety of areas. The committees include distinguished scholars such as Martin Marty (Religion, University of Chicago); Abraham Edel (Philosophy, Pennsylvania), Russel Nye (American Studies, Michigan), Robert Leflar (Jurisprudence, Arkansas), Erling Skorpín (Philosophy, Maine), and Edgar Shannon (English literature, Virginia).

Each committee also has leaders of the cultural and educational institutions of their states. There are presidents of universities, colleges, and junior colleges, both public and private. There are librarians, archivists, directors of state historical societies, and museum directors. Representatives from this group include Steven Muller (President, Johns Hopkins), Fr. Paul Reinert (Chancellor, St. Louis University), Timothy Costello (President, Adelphi University), Robert Clarke (President, University of Oregon), Russell Fridley (Minnesota Historical Society), Dorothy W. Nelson (Dean, Law Center, UCLA), Ben Fountain (Director of community colleges for the State of North Carolina), Michael Kennedy (Director of the Alaska State Museum), and Allie Beth Martin (Director of the Tulsa City-County Library).

2d: Was discussion held in those states which do have a designated state humanities council with that designated body before a volunteer committee was established?

Yes, in every instance. There are twelve state arts councils which bear "humanities" in their title. Although the work of these agencies has focused almost exclusively on the performing and creative arts, the Endowment did engage in both informal and formal discussions with each one prior to the establishment of a state-based humanities program in their state. Of the twelve:

-- two were asked to receive grants for the program, and to serve as the body responsible for the program; both subsequently advised that their judgment was that the program did not lend itself to state agency operation, and recommended the formation of volunteer committees independent of state agencies.

-- four were invited by the Endowment to participate in the establishment of the program in their state, and to have membership on the volunteer committee.

-- the other six were briefed in advance, and they usually suggested names of people who would serve usefully as members of a volunteer committee.

It should be noted further that the governors of all fifty states were also notified of the program, as were other relevant state agencies, and that in no instance, either in states with "arts and humanities" councils or in states without them (38), was objection raised. In all instances, the governors indicated enthusiastic endorsement.

3. Activities funded directly by NEH compared with those funded through state-based committees.

The Endowment is open to applications from any American citizen and institution desiring to carry out work in the humanities. However, to assure attention to the most pressing needs and to provide for the most efficient agency operation, NEH grant-making activities are organized -- guided by recommendations of the National Council on the Humanities -- into operating programs, each with a specific purpose and serving a defined target audience. As such, each NEH program tends to attract, and accordingly provide grant support to, certain kinds of applicants. The purposes and grantees of each program are described in section 1 above. Briefly summarized:

-- Research Programs aid scholarly groups and research institutions (e.g. research libraries possessing humanities collections and resources) desiring to produce new humanistic knowledge;

-- Fellowship Programs support individuals (teachers, scholars, and non-education professionals) who seek to engage in some aspect of humanistic study in order to improve their skills, expand their knowledge, or make a contribution to humanistic thought;

-- the NEH Education Programs, designed to improve teaching and update curriculum in the humanities, provide support to educational institutions, i.e. schools, colleges, universities, and groups developing educational materials; and

-- Public Programs aim at bringing humanistic knowledge to the general adult public, the two-thirds of the American population not enrolled in educational institutions.

It should be further noted that Public Programs fall into two categories: (1) the volunteer-operated State-based programs, designed specifically to support local projects which attempt to relate the humanities to broad public issues of concern to citizens of that community and (2) programs supporting national, regional, or experimental projects. Projects aided under the second category include the production of media programs suitable for broadcast nationally or regionally, the design and mounting of exhibitions and educational programs in museums and historical societies, and the development and conducting of large-scale models of adult-oriented programs.

With the exception of the State-based programs, all of the NEH programs use national competitions to allocate the limited funds available. In this process applications are judged (1) by nationally distinguished experts and (2) in terms of national criteria in order to assure support is provided to the projects promising to make the most valuable contributions to the nation's stock of humanistic knowledge, to maintaining high levels of humanistic education and training, or to providing quality programming to national or regional audiences.

It should be clear that the kinds of projects supported through the state-based humanities committees are therefore categorically different from those supported directly by NEH. State-based projects:

(1) are oriented to adult citizens (rather than to scholars, educators, or students);

(2) focus on relating humanistic knowledge to specific societal issues or problems like economic growth, land use, taxation, governmental operations (rather than on literature, philosophy, archeology, or some other humanistic discipline per se);

(3) support informal education, that is, discussion between humanists and citizens designed to enlighten the general public about the humanistic aspects of public policy problems (rather than supporting scholarly research, formal education courses, teacher training, or expansion of library or research collections); and

(4) are developed by and addressed to residents of a specific community (rather than developed for national or regional audiences).

Because of their nature and purpose, the projects supported by state-based programs are small in scope (average regrant per project is \$4,000-\$5,000) and require review by persons familiar with the conditions within a defined geographical area (rather than review by panels of nationally distinguished experts regarded as leaders in their field and using criteria of national importance and contributions to the humanities nationally).

It should be noted that the concept and operations of state-based programs are now so well established that the Endowment rarely receives inquiries about support for projects which are more appropriately supported by state-based committees. Thus the distinction between projects eligible for direct support by NEH and those eligible for funding through the state-based groups is clearly perceived by potential applicants.

The attached table shows the amounts of funding provided to state-based programs in FY 1975 and direct NEH grants made through other programs. The direct grants are broken down between grants for (1) individual and institutional projects (primarily fellowships, research projects, grants for college and university development, and museum and historical society projects) and (2) grants for national and regional activities (media programs, regional seminars, model humanities curriculum projects designed to serve many school districts and institutions, and activities serving educators, scholars, or the general public nationally).

OPA 10/16/75

NATIONAL ENDOWMENT FOR THE HUMANITIES

FY 1975 Grants

<u>State</u>	<u>Grants for State-based Programs</u>	<u>Grants for Individual/Institu- tional Projects</u>	<u>Grants for National and Regional Projects</u>	<u>Total</u>
Alabama	\$163,300	\$ 15,200	--	\$ 178,500
Alaska	310,000	--	--	310,000
Arizona	161,000	251,715	\$ 37,987	450,702
Arkansas	68,000 ^{1/}	6,000	--	74,000
California	568,400	3,824,091	1,987,591	6,380,082
Colorado	295,953 ^{2/}	470,059	225,606	991,618
Connecticut	262,500	1,149,500	174,098	1,586,098
Delaware	220,000	311,583	--	531,583
D.C.	11,652 ^{2/}	623,518	651,562	1,286,732
Florida	400,000	683,434	43,109	1,126,543
Georgia	325,000	162,496	41,104	528,600
Hawaii	255,000	32,000	--	287,000
Idaho	202,442	40,560	--	243,002
Illinois	484,340	2,568,704	3,234,450	6,287,494
Indiana	967,900	728,037	119,845	1,815,782
Iowa	231,934	226,750	108,343	567,027
Kansas ^{5/}	10,500	266,908	42,518	319,926
Kentucky	215,000	294,976	66,963	576,939
Louisiana	246,000	86,596	37,584	370,180
Maine	3 [/]	114,933	--	114,933
Maryland	308,984 ^{2/}	560,077	64,814	933,875
Massachusetts	400,000	2,801,667	886,921	4,088,588
Michigan	200,000	867,673	448,167	1,515,840
Minnesota	307,040	1,097,684	36,928	1,441,652
Mississippi	275,000	269,038	30,000	574,038
Missouri	410,000	1,182,100	100,000	1,692,100
Montana	297,500	54,703	--	352,203
Nebraska	200,000	87,580	325,000	612,580
Nevada	180,000	65,465	--	245,465
New Hampshire	166,500	115,000	82,312	363,812
New Jersey	3 [/]	595,545	361,404	956,949
New Mexico	200,000	447,103	--	647,103
New York	42,000 ^{4/}	4,468,523	5,204,861	9,715,384
North Carolina	367,000	379,972	307,133	1,054,105
North Dakota	275,000	21,164	--	296,164
Ohio	673,263	1,478,076	595,433	2,746,772
Oklahoma	250,810	17,928	43,336	312,074
Oregon	250,714	254,084	38,842	543,640
Pennsylvania	300,000	1,314,013	342,050	1,956,063
Puerto Rico	--	14,000	--	14,000
Rhode Island	200,000	341,875	116,166	658,041
South Carolina	240,000	93,088	--	333,088
South Dakota	445,000	91,342	--	536,342
Tennessee	278,233	165,433	41,394	485,060
Texas	353,870	1,435,366	419,211	2,208,447
Utah	300,000	89,737	--	389,737
Vermont	200,000	59,331	--	259,331
Virginia	200,000	542,794	310,753	1,053,547
Washington	375,000	580,002	--	955,002
West Virginia	220,000	39,980	--	259,980
Wisconsin	200,000	725,567	132,925	1,058,492
Wyoming	175,000	180,000	--	355,000
Total	13,689,835	32,292,970	16,658,410	62,641,215
National Organi- zations	--	--	9,599,567	9,599,567
Grand Total	13,689,835	32,292,970	26,257,977	72,240,782

1/ Eight month grant to complete planning and begin operational program.

2/ Includes contract funds for State-based national review conference.

3/ FY 1974 grant provided funding through FY 1975.

4/ Planning grant.

5/ Supplemental award on FY 1974 grant which provided for funding through FY 1975.

4. NEH Media Grants

Coordination with other agencies

The basic purpose of the Endowment's media (television and radio) program is to provide high-quality programs in the humanities for the general adult public. Just as the National Science Foundation supports television programming on the sciences and the Arts Endowment aids the telecasting of programs on the performing arts, NEH television grants are made specifically to further public understanding and use of the humanities.

In carrying out this purpose, NEH responds to applications from non-profit organizations who wish to develop humanities programs for television or radio. In all instances the Humanities Endowment supports media projects originated and developed outside the agency; the Endowment itself does not initiate, produce, or commission television programs. Thus, the Endowment does not duplicate the role of the Corporation for Public Broadcasting, which is essentially to strengthen the overall capacities of public television and public radio as intrinsically valuable social assets.

To insure careful coordination of grants for the media, close liaison is maintained between the Endowment, the Corporation for Public Broadcasting, and the Public Broadcasting Service, as well as with the Arts Endowment.

Funds for Foreign Producers

Since FY 1967, the Endowment has made 103 grants for media projects; of these, only four involved funds leaving the United States. Total Federal funds spent on the 103 projects over the past nine years are \$14,866,524; funds which left the United States totalled \$641,500 (4% of the total) in the four projects in question. These funds went to the following sources:

<u>Humanities Film Forum</u>	\$250,000 to American distributors of English, Russian, and Italian films.
<u>War and Peace</u>	137,500 to BBC
<u>The Japanese Film</u>	94,000 to American distributors of Japanese Films
<u>Classic Theater: the Humanities in Drama</u>	160,000 to BBC \$641,500

5. Members of the National Council on the Humanities

Current members of the National Council are listed on the following pages according to their term. The Council consists of the Chairman of the National Endowment for the Humanities plus 26 persons appointed for six-year terms. There is one vacancy on the Council at the present time.

NATIONAL COUNCIL ON THE HUMANITIES

Mr. Ronald S. Berman, Chairman

Terms Expiring in 1976:

Mr. Robert O. Anderson
Chairman of the Board
Atlantic Richfield Company
515 South Flower Street
Los Angeles, California 90071

Mr. Lewis White Beck
Burbank Professor of Moral
and Intellectual Philosophy
University of Rochester
Rochester, New York 14627

Miss A. Louise Blackwell
3945 N. Monroe Street
Tallahassee, Florida 32303

Mr. Leslie H. Fishel, Jr.
President
Heidelberg College
Tiffin, Ohio 44883

Mr. Leslie Koltai
Chancellor
Los Angeles Community College District
2140 W. Olympic Blvd.
Los Angeles, California 90020

Mr. Sherman E. Lee
Director
Cleveland Museum of Art
11150 E. Boulevard
Cleveland, Ohio 44106

Mr. Herman H. Long
President
Talladega College
Talladega, Alabama 35160

Miss Rosemary Park
University of California
407 Hilgard Avenue
Los Angeles, California 90024

Mr. Arthur L. Peterson
Department of Political Science
Ohio Wesleyan University
Delaware, Ohio 43015

Terms Expiring in 1978:

Mrs. Hanna H. Gray
Office of the Provost
Yale University
New Haven, Connecticut 06520

Mr. Jeffrey Hart
East Thetford, Vermont 05043

Mr. Sidney Hook
c/o Lou Hoover Library Bldg. Rm. 226
Stanford University
Stanford, California 94305

Mr. Martin Kilson
Professor of Government
Harvard University
Cambridge, Massachusetts 02173

Mr. Irving Kristol
THE PUBLIC INTEREST
10 East 53rd Street
New York, New York 10022

Mr. Richard R. St. Johns
Richard R. St. Johns & Associates
4024 Radford Avenue
N. Hollywood, California 91604

Mr. Sheldon H. Solow
Nine West 57th Street
New York, New York 10019

Mr. Frank E. Vandiver
Provost
Rice University
Houston, Texas 77027

Terms Expiring in 1980:

Mrs. Caroline Ahmanson
Beverly Wilshire Hotel
9500 Wilshire Boulevard
Beverly Hills, California 90212

Honorable Luis Alberto Ferre
G. P. O. Box 6108
San Juan, Puerto Rico 00936

Mr. William A. Hewitt
John Deere & Company
John Deere Road
Moline, Illinois 61265

Mr. Robert Hollander, Jr.
Department of Comparative
Literature
Princeton University
Princeton, New Jersey 08540

Mr. Truman G. Madsen
Professor of Philosophy
Brigham Young University
Provo, Utah 84602

Mr. Robert A. Nisbet
220 East 72nd Street, Apt. 20B
New York, New York 10021

Mrs. Blanchette Rockefeller
1 Beekman Place
New York, New York 10022

Mr. Ted Ashley
22012 Pacific Coast Highway
Malibu, California 90265

INTRODUCTORY REMARKS

by

Dr. Ronald Berman
Chairman

National Endowment for the Humanities

November 13, 1975

Mr. Chairman, I have submitted a formal statement. It speaks to the needs of Congress for information pertinent to reauthorization. With your permission, I should like now to offer a brief, informal statement as prologue to your questioning.

The NEFAH Act became law ten years ago. Passage of that law was an act of national leadership reflecting great credit on you, Mr. Chairman, and others in the Congress who saw and responded to a need for Federal support of "progress and scholarship in the humanities and the arts."

Certainly there has been progress. Initially the Humanities Endowment was able to support a small number of projects. Today, our programs reach millions of Americans. This owes a great deal to your guidance and oversight; to the help of your staffs; and to bipartisan support in both Houses of Congress and from successive Administrations.

May I take just a moment here to pay public tribute to the late Stephen Wexler whose tragic death deprived not only the subcommittees of which he was counsel but also the Arts and Humanities throughout the nation of a dedicated advocate and staunch friend.

The tenth anniversary of our legislation calls up the perspective of a much greater occasion: the 200th anniversary of the Declaration of Independence. And this ought to be instructive. Our nation owes its being to thinkers and leaders who were truly great humanists, exercising public responsibility with a deeply conscious reference to history and philosophy.

After two centuries of turbulent history we still possess the vital legacies of liberty and democracy. It is these which energize our determination to master the crises of our own times. The chief resources

in this search for the public good are--as they were 200 years ago-- the humanities, the instruments of judgment; history, literature, philosophy, ethics, jurisprudence, and the study of religion and the arts.

The purposes served by the Humanities Endowment, as you intended, are Jeffersonian. We know that Thomas Jefferson was a philosopher, interested in new knowledge discoveries; and that he also championed the diffusion of knowledge to inform public opinion. Those twin purposes define what the Endowment does: it aids the production of humanistic knowledge, and it promotes its dissemination and use by the citizenry at large.

The humanities have always been a set of disciplines, given life by scholars and teachers. Their institutional resources--the humanities departments of universities, major research collections, library systems and museums--have always been sought out by specialists and a minority of the college-educated. These are the bed-rock assets of the humanities, and this Committee first authorized the Endowment to support work within such institutions--so that the nation's extensive program for scientific research and education should be complemented by advancing knowledge in the humanities. But the problem that really challenged Federal leadership--in both the Congress and the Executive--was to increase public access to the humanities, to achieve an interaction between the thousands of professional humanists and the millions of adult citizens.

The need and the objective were spelled out by your Committee through amendments to our Act in 1968 and 1970. It is a challenging mandate, and an unprecedented one. Yet the result

has been an efflorescence of public humanities activities. Today about 80 percent of Endowment funds go into programs making the humanities available to all sectors of the American people--as against 20 percent for production of humanistic knowledge; and I should like to highlight for you briefly some of the achievements in this area.

The Endowment's Research Division operates the smallest of its programs--supporting works of scholarship which, although they redound to the benefit of the nation as a whole, can only employ the minds of a few. Yet even this highly specialized Division has recently supported, for example, the preparation of popular histories of every state in the Union, written for the general reader by distinguished writers.

Our Division of Fellowships, also very small, has served basically to enlarge the competence of scholars and teachers of the humanities. But it now also maintains programs of fellowships for non-academic people--for journalists, lawyers, medical practitioners, and public administrators--enabling them to assess the ethical and social implications of their professional work upon the commonweal.

Our Education Programs have always supported projects in a vast number of educational institutions, reaching millions of students. But they have now also, by a series of experimental grants to major metropolitan museums and libraries (like the Boston Public Library and the Chicago Public Library), begun to tap the resources of these institutions to

provide coherent, year-long educational programs for the enormous, interested public of our cities.

But it is ultimately our Division of Public Programs that is designed specifically to serve the American adult public which has no formal association with the traditional world of scholarship or educational institutions. Almost half of our total funding is spent in this area: the outreach has been astonishing, and the association with community and professional groups throughout the country has proved most gratifying:

--We support the production of programs for public television; and the Japanese Film series, for example, is estimated to have reached as many as five million television viewers for each program.

--We support carefully designed exhibitions in museums-- both small exhibitions exploiting local collections, and major, traveling, international exhibitions; and the exhibition of Archaeological Finds from the Peoples Republic of China, for example, supported by the Endowment, in San Francisco, attracted a larger daily attendance than had ever before been recorded by any museums in this country or elsewhere.

--Most unique of all our activities are the State-based programs. They began as an experiment, prompted by this Committee, Mr. Chairman, in 1970; they are now an ongoing, dynamic fact of life in all 50 states. Indeed, five years ago there were no public activities in the humanities: to date there have been 3,500 projects, in 9,000 localities, in 50 states, involving more than 20 million Americans as participants or audiences.

But perhaps an ultimate--and very timely--measure of the Endowment's ability to serve the American public at large, in all economic sectors and in all geographic areas, may be found in the success of that national program for the Bicentennial, designed by the Endowment, called the American Issues Forum. The Forum is basically a calendar of fundamental issues in American life, designed to invite the nation's thoughtful discussion month by month through this Bicentennial year. And it has been adopted by groups as widely different from one another as the League of Women Voters and the American Council on the Aging, the Council on Urban Ethnic Affairs and the AFL-CIO.

--The AFL-CIO, in fact, adopted the Forum as its central Bicentennial program. It has issued pamphlets on each of the issues for all member locals and affiliates; and the demand for those materials has become so great that the AFL-CIO has been forced to increase its print-run for each one from 50,000 to 75,000 copies.

--The NAACP, joining the Forum, is publishing articles on the issues each month in its monthly magazine, Crisis; and I understand that subscriptions to the magazine increased during the first two months of the Forum, September and October!

--The National Association for the Blind, with the support of the Endowment, has put the calendar and discussion materials for the American Issues Forum on talking discs which are available to all of the blind in this country.

--The Bicentennial Youth Debate Program, created by the Endowment through the Speech Communication Association of America (and overseen by a board which includes among its membership members of the Congress, as well as such distinguished private citizens as Mr. George Meany and Mr. Walter Cronkite) is now operating in almost 10,000 high schools and colleges throughout the United States.

--Ten thousand religious leaders, coordinated by the Inter-Church Center, are organizing discussion groups to address the topics of the American Issues Forum from religious and ethical points of view.

--Courses by Newspaper (now in its third year) is presenting essays by noted scholars on Forum topics each week in 425 newspapers. Eighteen million newspaper readers make up the audience for this aspect of the Forum--and 9,000 Americans are taking the course for credit through some 250 colleges associated with the program.

--A monthly in-school television program, accompanied by print materials on each Forum topic, is now in use in 200,000 of the nation's classrooms.

--Several states, and a large number of cities, have adopted the Forum program and are using materials created through Endowment support. In one of them, for example--San Francisco--I understand that every educational institution, and every cultural institution, and every established community organization, and every church is participating in weekly or monthly discussion of these Forum issues, basic to the American experience.

I must confess, Mr. Chairman, to some pride in these achievements-- a pride which I hope you will share with us, since they are the result so largely of your vision and that of this Committee. But we must remember that the work of the Humanities Endowment is a form of Federal response to expressed and verifiable needs and interests-- of the scholarly community, and of a large public constituency which until recently lacked access to the knowledge of the humanities.

Notable gains have accompanied the growth of Endowment programs, which have also stimulated the flow of millions of dollars in private donations. But ~~there~~ remains a troubling short-fall. In the past fiscal year, the Endowment received 6,800 applications and was able to fund only 1,300. The total resources available for development in this sector of America's knowledge resources are far short of demonstrable needs. The imbalance which prompted Congressional action in 1965 is still largely evident; and of the funding levels in the bills before you, therefore, I would ask only that they be considered in a framework of national needs.

The responsibilities of the Humanities Endowment, defined and guided by your Committees, have been tested in a decade of action. We have come through a lot, accomplished a lot. But we meet on the eve of America's third century: and the goal of a "more perfect Union" is no less demanding for us today than it was for the Founding Fathers. I hope Congressional reauthorization will affirm that as our common purpose for the years ahead.

Statement of

Ronald S. Berman

Chairman, National Endowment for the Humanities
Chairman, National Council on the Humanities

Joint Hearings

before the

Special Subcommittee on Arts and Humanities
of the
Committee on Labor and Public Welfare
of the
United States Senate

and the

Select Subcommittee on Education
of the
Committee on Education and Labor
of the
United States House of Representatives

on

Reauthorization of the National Foundation
on the Arts and the Humanities

November 13, 1975

Statement of Dr. Berman

To come before this joint meeting of your two Committees is an honor and an opportunity. It is an honor to speak on behalf of the President's recommendations for re-authorization of the National Endowment for the Humanities and to address the particular needs of Congress for information pertinent to the extension of the National Foundation on the Arts and the Humanities Act. And it is an opportunity for a dialogue on the contribution of the humanities to the enrichment of life in America.

Ten years ago, as an act of national leadership, the Congress chartered the Endowment in recognition of a need for Federal "support of national progress and scholarship in the humanities." Far-sighted members of these two Committees were troubled by the implications of a national policy that subsidized the development of scientific - but not humanistic - knowledge. In the words of the Act's Declaration of Purposes, "a high civilization must not limit its efforts to science and technology alone but must give full value and support to the other great branches of man's scholarly and cultural activity in order to achieve a better understanding of the past, a better analysis of the present, and a better view of the future."

The Humanities Endowment quickly struck a responsive chord, first among scholars and the teachers of our young. But then, more remarkably, it rapidly gained a constituency of adult citizens who proved anxious to serve the country's well-being when humanistic resources and programs were thrown open to them. Beginning with a few professionals, Endowment programs have come to involve hundreds of thousands directly, with a reach to millions.

Through earlier re-authorization hearings, Congress has taken stock of these developments, re-defining and enlarging the Endowment's mission. At the same time it has established funding levels within which the agency might consolidate and build on early progress. The record is one of steady growth, although in the past few years appropriations have fallen below the Administration's request.

The integrity of this Federal venture in support of the humanities is attested in the bipartisan support it has received in the Congress and from successive Administrations. A high standard is imposed through periodic Congressional

oversight and through the safeguarding mechanisms which Congress wrote into the Act. Chief among these is the National Council on the Humanities, whose 26 distinguished members conduct a continuing oversight of program divisions and the whole grant-making process, to which over 1,000 independent expert reviewers contribute. Besides offering policy advice to the Chairman, the Council meets quarterly to perform the taxing labor of reviewing applications, and making recommendations thereon, before awards are made. This insures that the work supported is of high quality, weighed against national criteria. It also insures that the Endowment stays within its proper limits - that is, to function through and in response to humanists and their institutions rather than encroaching on their fields or dictating their activities.

The American Perspective

Our time perspective here today has some interesting extensions. Monday, September 29, was the tenth anniversary of President Johnson's signing of the Act creating this Endowment. More dramatically, the 200th anniversary of the Declaration of Independence is at hand. The American Revolution was,

of course, already a culmination of historic forces - European wars and religious persecutions, imperial rivalries, exploration and settlement under colonial tutelage extending over three centuries. And its full intellectual heritage embraced Magna Charta, Roman law, and Greek philosophy going back to Plato and Socrates.

Within the 200-year life of the United States, the Endowment's brief span engenders a necessary modesty. Still, we may have come in time to help win a wider public appreciation of a little-understood fact: that this nation owes its being to thinkers and leaders who were truly great humanists. To cite a modern appraisal, "there was no period in our history when the public interests of the people were so intimately linked to philosophical issues. It is amazing to see how far into the past and future American men of affairs looked in order to understand their present. Never was history made more conscientiously, and seldom since the days of classic Greece has philosophy enjoyed a greater opportunity to exercise public responsibility."*

*"A History of American Philosophy," by Herbert W. Schneider; Columbia University Press, 1946.

In the founding of the United States, the principles of English liberty achieved a new democratic expression that has survived - and helped others to survive - in a world of aggressive tyrannies. It has also survived internal transformation, from a diffuse agrarian society to one in which 70 percent of our 215 million citizens live in cities. And it has done so because the national character has been further shaped by great minds - I think of Emerson, Whitman, Melville - and because in times of ugly crisis new leaders arose to uphold the "unalienable rights" asserted in 1776.

The constitutional process, and the struggles that go with it, continue to unfold. Meanwhile we have entered an era of extraordinary scientific, technological and economic complexity. A French philosopher, Raymond Aron, has aptly remarked on the burdens which today are thrown - at least in a democracy - on voters and political leaders who are, necessarily, amateurs in understanding even the terminology of these technical matters. What enables such a system to work? Only, one supposes, the intention of law-makers to employ their powers in what they see as the public good. It is precisely that "good" which is the concern of the humanities - of history,

literature, philosophy, ethics and jurisprudence, to name the more pertinent disciplines. Almost by definition, good government is the result of judgments which flow, consciously or not, from the pool of humanistic learning which is the nation's ultimate treasure and strength.

Thomas Jefferson understood this, and exemplified it. He was among other things President of the American Philosophical Society, keenly interested in new knowledge discoveries. But he saw, too, that judgments made in government must show a decent respect for the opinions of ordinary citizens. "I think the most important bill in our whole code," he wrote, "is that for the diffusion of knowledge among the people. No other sure foundation can be devised for the preservation of freedom and happiness."

It is these twin purposes - the production of humanistic knowledge and source materials, and their dissemination and use for the public good - that the Endowment serves, under your mandate.

Major Programs and Emphases

We organize our work around four main activities -- research, fellowships, education, and public programs. Their purview

may seem self-evident, but experience has led to certain emphases which govern our present thinking and future planning.

Research

Research epitomizes our concern with the production of knowledge - that is, the discovery, refinement and interpretation of humanistic knowledge, old and new. It is a world of serious scholars - of books, archives, artifacts and other documentation of man's history and thought. One primary focus is the support of America's major research collections, upon whose needs your Committees heard witnesses in 1973. The demands on many of these centers - from scholars but also local government agencies, business and the general public - have outstripped private financial support. Thus, three years ago, the New York Public Library was forced to reduce access to its research collections, which are, in fact, a resource of national importance. Through challenge grants of \$2.25 million, the Endowment helped generate a \$4 million public response which has restored these vital services. Country-wide, there are some 150 important centers of research in the humanities. While most are of lesser magnitude than the New York Public Library,

each is indispensable in its region as an arsenal of American culture and intellectual power. Among them - to name just three - NEH has made grants to the Newberry Library in Chicago, the Appalachian Oral History collection at Alice Lloyd College in Kentucky, and to the Huntington Library in California.

We are, of course, committed to support basic, or "new", research which is essential to maintain the world eminence of American scholarship. Grants are made to individual scholars, in the traditional pattern. At the same time, with increased funding in the 1974-76 period, the Endowment has supported collaborative projects of broader scope, requiring several professionals. Much of this work is directed to the development of research tools - of dictionaries, historical atlases, bibliographies, etc. - of wide and lasting value to scholars and students. Sixty-one such projects are on-going at present.

An allied interest is in the editing of historical documents and literary texts. In fact, the first big grant made by NEH was to the Center for the Editions of American Authors. Now, 10 years later, the Center's monumental task of preparing authentic editions of American literary classics is nearing completion, and our

last grant has been made. The project is a model of scholarly procedure which already is influencing similar work in the Soviet Union and elsewhere. One hundred ten volumes have so far been produced - including the works of Hawthorne, Emerson, Thoreau and Twain. Published in hard covers by university presses, these books have an almost biblical authority in textual accuracy and the author's intentions, which have too often been distorted by editing abuses. Moreover, they will have a further life, running into millions of copies, in paperback editions. No NEH funds, I should add, are used to meet these publishing costs.

There is one other research project that deserves your special attention, as it was only an idea when I came before these Committees in 1973. This is the preparation of a Bicentennial history series of 52 books, under an Endowment grant to the American Association for State and Local History. The nation's best historians are engaged in writing individual histories of each of the states, for publication in 1975-76 both in hard-cover and paperback editions. Every American will thus have at hand an up-to-date, popular, but academically sound account of his state's origins and development, and its place in the larger scope of American history.

Fellowships

The Endowment's Fellowship program has from the beginning enabled outstanding academic humanists to deepen their knowledge and increase their teaching excellence. It has responded to these needs in every state, at the most advanced levels and also in community and junior colleges. And it has reached out, beginning three years ago, with fellowships to leaders in the professions of journalism, law, medicine, and school administration. In these latter innovations, successful applicants take part in special study programs based in leading universities, enabling them to better perceive, sharpen, and apply humanistic perspectives in their key sectors of American society.

Fellowships are vitally important for intellectual growth in the humanistic professions, but the number of such opportunities has always been disproportionately small. There are approximately 140,000 college and university teachers in the humanities. At the time the Endowment was established, there were fewer than 500 postdoctoral fellowships annually available to humanists, and this number has not increased since then, aside from those offered by this agency. NEH granted 157 fellowships and 128 summer stipends

for 1967-68, the first year of such support. As of FY 1976, an estimated 385 fellowship grants and 1,160 awards for summer study are being made. This growth has been justified by a parallel growth in both the quantity and quality of individual applicants, whose number has jumped from about 1,200 in FY 1967 to an expected 5,200 in FY 1976, in addition to 5,000 others who will apply to Endowment-sponsored programs conducted by universities and learned societies.

Education

In the category of Education programs, the Endowment supports the upgrading of the teaching-learning process in the humanistic disciplines. One aim is to design curriculum projects - for example in American studies - that may be widely replicated in colleges and universities. Another aim is to assist study programs of distinctive excellence based in the particular needs of individual institutions. Altogether, 146 colleges and universities (including two-year schools) have in the past three years received such planning, program, or development grants.

In a relatively new departure, we have begun an experiment to help leading libraries, museums, and other cultural institutions become centers for formal education in the

humanities. And another new program - the National Board of Consultants - has won a strong response from a large number of colleges. The Board enables any higher-education institution to engage the services of outstanding teachers, scholars, and administrators to help develop or strengthen humanities curricula. The consultancies are of ten to 20 days, low in cost, and are of special interest to smaller colleges whose resources require special planning to keep abreast of progress in the larger institutions.

A third initiative dates to about the time of the 1973 re-authorization, and has led to collaboration with the National Science Foundation in encouraging proposals under the heading of Science, Technology and Human Values. Through this program, NEH has made a number of important grants to increase the humanities component in the curricula of leading medical and engineering schools.

Promoting Public Use of the Humanities

This brings me to Public Programs. We have seen that Research is focused on knowledge production, Fellowships on both production and dissemination, and Education on traditional forms of dissemination in school and college classrooms.

Public Programs is at the end of this spectrum, concerned with humanities dissemination per se, by non-traditional means, and addressed to the adult public. The result is an inter-action between thousands of professional humanists and millions of ordinary citizens. There are two principal approaches in this effort. One is through improving and in-
creasing the humanities programs of public service institu-
tions such as museums, historical societies, public libraries,
and television and radio production centers. The other is through state-based committees of private citizens which act as re-grant agencies for Endowment funds, which must be locally matched, in support of state-wide programs in which the humanities are brought to bear on public policy issues.

Before going on, let me note that dissemination programs this year command, over-all, about 80 percent of Endowment funds, as against 20 percent for production. And that public programs alone account for 47 percent of total funding. This provides a yardstick of NEH response to the urgings of Congress toward assuring the widest possible access to the humanities by all Americans. I refer here to the amendments to our Act in 1968 and 1970, and to the strong interest expressed during the 1970 reauthorization in having the Endowment experiment

with state-based programs. The experiment has proved itself. Public activities in the humanities, previously uncharted, are now a dynamic fact of life in every state in the nation.

At the last reauthorization hearings I mentioned several new or proposed innovations in programming; a number have since been translated into realities. At that time I reported on a program, then one year old, of Youthgrants in the Humanities. This is open to young people in or out of school who come up with projects of humanistic merit, and in four years has resulted in 152 NEH grants. The sums awarded are generally quite small, but the results are often gratifyingly large. I also spoke last time of a pending venture, Courses by Newspaper. This has gone from strength to strength, and the new "term" has just begun with a further series of lectures prepared by outstanding scholars and appearing in over 350 newspapers all across the country. The present course is synchronized with the Calendar of the American Issues Forum, which I shall describe in a moment. Nine thousand Americans have taken all or some of the Courses by Newspaper for credit in 250 colleges associated with the program, while several million newspaper readers have been reached in their own homes by this innovative form of continuing education.

This brings me to a new, major enterprise of dissemination. I refer to the American Issues Forum, supported by the Endowment (with the co-sponsorship of the American Revolution Bicentennial Administration), which has just gotten underway all across the country and become, in effect, the national Bicentennial program. Members of this Congress helped with the launching, at a reception sponsored by Congresswoman Lindy Boggs last July. The idea, suggested by Walter Cronkite in 1973, is to generate a national dialogue on fundamental issues in American history as part of a serious observance of the Bicentennial. A National Planning Group of distinguished private citizens from the media, business, labor, education, and the humanities last year designed the Forum Calendar which has been widely disseminated as a framework for discussions to be carried out by or through schools, colleges, cultural institutions, unions, service clubs and the national organizations, and the media. In essence, the Calendar is an invitation -- extended to every American individual, organization, and community -- to participate in orderly public discourse focused on nine historical themes, one each month from this past September through next May.

The Endowment's role has been concerned with the start-up of the Forum, with preparation and distribution of the Calendar and modest grants to a spectrum of supporting organizations with their own national clienteles, and with support to a related program of Bicentennial Youth Debates. Major national membership organizations -- like AFL-CIO, the NAACP, the National Grange -- are providing materials on Forum topics, and over 1,500 communities, and more than 7,000 schools and colleges are participating. The private sector is supporting this unique national Bicentennial program at both the national and local levels. Literally thousands of events and scores of radio and television programs are clustering around the Forum Calendar, and it is already clear that a very high proportion of the population will take part in them as students, discussants, or audiences.

The American Issues Forum is a framework, not a curriculum, and has only the force of its appeal to a widespread interest in American history and the quality of life. Appended to this statement is a listing of the major AIF projects now underway. Here I might note simply that the Forum will succeed according to what its millions of participants make of it. I am optimistic that a year hence we shall look back

on it as a distinctively American exercise of our democratic heritage. And it is an example not of what Federal funding may achieve, but of what Federal leadership may effect.

Museum and Media Programs

I think we can agree that museums and the media both have a public role as educators, which is or can be significant for the spread of humanistic knowledge.

There are 1,821 museums in the United States, over 1,200 of them devoted to history, art, or a combination of the two. There are also some 3,500 historical organizations. It is a fair estimate that 50 percent of the adult public visits a history museum or historical site at least once a year, and that almost as many visit an art museum. As this patronage has increased, museum directors and scholars have seen both a need and opportunity to use their invaluable collections in a more active, instructional manner - for example, to arrange exhibits on themes of regional or local, as well as national, interest, and to interpret them more effectively through films, lectures and printed materials. Members of these Committees will perhaps remember having enjoyed the National Gallery's exhibition of Impressionist paintings from

the Soviet Union. I mention this because - characteristic of its help to museums - an Endowment grant went to help the Gallery explain and interpret the paintings and their historical importance for the 316,000 visitors who came to see them here in Washington. This was done through an illustrated guide, lectures, and a half-hour color film which was shown nationally on public television. With Endowment aid, the exhibition was also seen in New York, Chicago, Los Angeles and Fort Worth. If time allowed I would hold forth on the splendors of two other national museum events we have assisted; as it is, let me simply mention that all attendance records were broken at the Tapestry Masterpieces exhibition at New York's Metropolitan Museum of Art, and at the showing of Chinese archeological treasures in San Francisco and Kansas City. In San Francisco I am told, for example, more people, on several successive days, attended that carefully interpreted exhibition than have been recorded at any other museum, anywhere in the world.

I must add that NEH responds also to the needs of museums and historical societies in smaller cities and towns where growing audiences are anxious to learn about their local and

regional history. We have, for example, supported the Milwaukee Public Museum's exhibit on "The Urban Habitat." And we have lately made a \$380,000 three-year grant to the Museum of Texas Tech University at Lubbock for development of its Ranching Heritage Center. The Center has attracted over \$1 million in private support, and thanks to archeologists and historians its 22 historic ranch structures will authentically interpret the growth and character of the ranching way of life. If it all sounds somehow like a Hollywood stage set, it is not; its affinities lie more with Colonial Williamsburg and Old Sturbridge Village. It is one example of the more than 185 grants the Endowment has made in the past two years to assist local museums and sites more effectively to harness their resources for public education and enjoyment.

The powerful influence of television and radio is with us to stay. Commercial channels continue to be largely impervious to cultural enticement, although the great corporate advertisers have made gifts of \$3 million for matching in NEH-sponsored programs on national public television. It is through that network, comprising 246 stations, able to reach 76 percent of the population, that the Endowment has been able to present a growing number

of highly successful programs of humanistic content. Some of these -- "The Wright Brothers" and "To Be Young, Gifted and Black" -- have been widely acclaimed original productions. Others have presented galleries of film classics, for example, "Humanities Film Forum" and, more recently, "The Japanese Film: Insights to a Culture." And most striking of all, perhaps, was the nine-episode "War and Peace," which was seen by more than 15 million people.

And now the most ambitious public television series ever attempted in the United States -- "The Adams Chronicles" -- is nearing completion, for showing over 13 weeks beginning in January. Sponsored by the Endowment, with assistance from the Mellon Foundation and Atlantic Richfield, it is being produced by WNET in New York. Its historical accuracy will stem from the cooperation of the Massachusetts Historical Society, the Harvard University Press, and the Adams Papers, a family archive (organized with the help of an NEH research grant). The lives of four generations of Adamses -- two of them Presidents -- will be traced through family vicissitudes, public triumphs, and private tragedies. The series should be a superior contribution to the Bicentennial year, and set a new pattern for the production, in this country, of programs

which are at once educational, serious, informed and entertaining. Other grants in both TV and radio will support local and regional productions. To name just two, a television documentary on William Faulkner's Mississippi is in preparation; and a 52-week radio series is in production in northeastern Pennsylvania on the history of immigration to the area and the problems and accomplishments of existing ethnic communities.

The State-Based Programs

This brings me to the Endowment's state-based programs. An outgrowth of the prompting of your Committees, they are something new under the sun, and quite certainly a great asset for our national life. Through them, ordinary citizens in every state are able to draw upon the humanistic resources I have described above — the riches of our great libraries, museums, universities, and most of all, the intellect and knowledge of America's 140,000 humanities scholars and teachers — to enlighten their own discussion of public issues ("the current conditions of national life," as the legislation phrases it) in a state-wide context.

The state-based programs are unique in concept and function. They had to be. Unlike the situation in the arts, where official state arts councils were well-established in a

number of states prior to creation of the Foundation, there were (and are) no state agencies concerned quite clearly and specifically with support of public humanities programs. Why should there have been? -- local individual and community arts activities were traditional, but the very concept of public humanities programs was itself brand-new.

The Endowment thus began by bringing academic humanists together with civic leaders to consider ways and means of creating suitable mechanisms for receiving and re-granting federal funds for programs in the humanities developed at the grass-roots level within the states. Participants in these discussions included university and museum administrators, librarians, lawyers, judges, editors, doctors, ministers, business people, farmers and trade unionists - sometimes as representatives of their professional organizations, often as individuals.

This across-the-board representation of community interests was quickly seen as the indispensable key to the whole experiment of bringing the humanities out of the academy and into public circulation and use. Accordingly, NEH encouraged the formation of volunteer committees whose membership generally had three elements: individual humanist

scholars, university and other institutional administrators, and general public members. I am pleased to report there has never been a shortage of volunteers of the very highest caliber.

In the planning phase, these committees, consulting with institutions, civic organizations and state governments, developed central themes of special importance in their states, on which a variety of humanities resources could be focused for public discussion. "Private Rights and the Public Interest" is an example of such a theme, chosen (in varying forms) by several states. As these proposals have won approval from the Endowment and its National Council, the committees - still made up of volunteers - have become operational and engaged in re-granting NEH funds to non-profit organizations and groups which provide lectures, exhibitions, media events, and "town-meeting" debates on the chosen theme. The committees have been alert to involve all interested organizations; to reach all sectors of the population including minorities and the handicapped; and to insure that programming extends to the inner cities as well as the rural grass-roots.

Such programs have been brought into full operation in all 50 states (although six are still in their first year) - a task involving tremendous creative energies. About one-

fifth of NEH funding is allocated to these programs.

Every dollar of these funds must be matched from non-federal sources in the states, and here we see another proof of effectiveness: NEH contributions (totaling \$28 million) have been more than matched. And this really adds up. Non-federal funds so generated by state-based committees for their use in grant programs totals over \$30 million to date.

The state-based committees, I should make clear, have themselves played a full part in developing the criteria upon which the Endowment relies in this area of its activities. The chairmen of nine of these volunteer bodies act as a Program Advisory Committee; when they meet, any state chairman may sit with them and vote; and their determinations on national grant-making standards are considered annually by the committee heads from all the states. The requirements set by NEH - apart from fiscal and accounting procedures - are minimal; programs must avoid advocacy, involve academic humanists, draw on humanistic disciplines, and be addressed to adults. The committees themselves determine what grants to make within the state, although their overall plans year by year are regularly scrutinized - as are all applications to NEH - by the advisory National Council on the Humanities.

A brief description of one of these state programs seems in order here.

When the South Dakota program completed its third year last June, 160 humanists - approximately two-thirds of the total number in the state - had taken part in open-forum discussions with adults in 112 communities on issues of land use and education. For example, in Manderson, a village located on the Pine Ridge Reservation, scholars in literature, languages, philosophy, and religion examined with local citizens questions regarding the curriculum of the school system as it relates to Indian culture. Of the 109 participants in the two-day meeting, 81 were members of the Oglala Sioux tribe. On other occasions, historians and scholars in literature joined in popular discussion of the implications of technology, taxation policy, and land use planning on rural life in programs held in Yankton, Rapid City, Watertown, Huron, and ten smaller communities. The series attracted overflow audiences, including farmers, ranchers, business leaders, and public officials.

When this kind of activity is projected nationally, the figures make clear that "the opinions of mankind" are being expressed with a new force and rationality, on a scale

unprecedented in the United States and - very likely - the world. In four years NEH state-based programs have generated some 3,500 projects in 9,000 localities, with an estimated 20 million Americans as participants or audiences. A great deal of credit is owing, I think, to the 10,000 scholars, and the hundreds of volunteer committee members, who gave these proofs that humanistic knowledge, too often seen as preoccupied with the past, can speak to the issues of today and tomorrow.

I hope this is a sufficient summary of the growth, unique character, and public usefulness of the Endowment's state-based programs and their volunteer-committee mechanisms.

A Proposed Amendment

A proposal for a change to programming through official state humanities agencies is now before your two Committees, contained in S.1800 as introduced, and in H.R. 7216. Although I do not support the proposed amendment, I welcome the call to discussion: it typifies, to my mind, the even-handed and thoughtful way in which this Committee, over ten years, has guided our shared, national enterprise in the humanities.

What I have said above makes plain my thorough, professional satisfaction with the integrity and achievements of the present

state programs, and their conformance with national standards which enables me to feel secure in these judgments. In nearly four years as Chairman, and as a scholar by profession and a populist by inclination, I have been constantly surprised and reassured by the creative evolution of the Endowment's state-based programs. I cannot keep abreast of all their activities, but I have come to know many volunteer committee members and have devoted a due portion of my days to their policy questions and the main lines of program development. I think I know shoddy work when I see it; I have seen little of it in this many-sided, widely dispersed, and idealistically ambitious enterprise. It is a good show altogether.

This is my personal sense of the question. You have also a quite detailed examination and analysis of the questions posed by the amendment in a briefing paper prepared by the National Council on the Humanities and which I will also append as a part of this statement. I commend this to you (I had no hand in it) as the only professional study that has been made of the considerations entering into state programs in the humanities - the actualities of what has been built up by NEH and the Council itself at the behest of your two Committees, and the implications of the proposed amendment.

The Council's report impresses me in its attention to the distinctions between the arts and the humanities, which have always been a source of some confusion. In defining the humanities, the language of our Act includes the study of "the history, criticism, theory, and practice of the arts," which usefully suggests the cultural affinities of the arts and the humanities. But the distinctions between the two fields must be understood. The arts are concerned with completed works, statements, compositions, portrayals of fact and fiction, and performance, with the end of aesthetic reward, solace, or inspiration. (Man does not live by bread - or even the humanities - alone.) The humanities, as the above statutory definition indicates, may validly undertake to interpret these works, but are more directly concerned with a context of research and knowledge addressed to philosophical questions (including those raised by science), communication, rational discourse, and value judgments. The humanities are different in nature from the arts -- sometimes just beginning when the act of creation or performance leaves off -- and they work through different mechanisms. Your committees recognized the difference ten years ago, when they did not establish state humanities councils; and they did so again in 1970, when they encouraged the experimental approach which produced the state-based programs. By 1973 these were already an established success, winning your endorsement during that year's reauthorization.

The Council's briefing paper is astute also in pointing to the parallel between the Humanities Endowment and the National Science Foundation in their pursuit of national objectives in the increase and dissemination of essential knowledge resources. In both fields, the validity of research and related activities arises from disciplines, from empirical and philosophical inquiry, discovery, and the refinement of knowledge and understanding that is documented for continuing study and development. To support serious work in either field, as the Council suggests, requires evaluation and judgment by the best minds available according to national - even international - standards of merit. The Council fears a falling-away from such criteria, and my feeling is they are right.

This said, I may summarize briefly my view.

Like its counterpart in the sciences, the business of the Endowment is with the development and dissemination of knowledge. This end is reached sometimes through institutions whose product -- a television program or a major traveling exhibition, for example -- serves the whole of the nation directly; sometimes it is reached through an individual scholar -- perhaps in a state which boasts only one institution of higher education and few scholars, perhaps

in a state blessed with many; sometimes it is reached through a curriculum -- developed perhaps at a relatively obscure community college, perhaps at a major university -- which will be exemplary throughout the nation; sometimes it is reached through a single institution -- a research library, for example -- which despite its geographic location is a national resource; and sometimes it is reached through the cooperation of a large number of individuals and a large number of institutions.

These purposes are defined under Section 7(c) of our authorization legislation. Like the nation's defense, health and foreign policies, they serve national priorities, are measurable by national standards, and maintain our national eminence. There is just no way, in my opinion, in which they may be effectively served by fragmenting the responsibility and the funds of the National Endowment among 50 separate jurisdictions.

But the Congress also gave the Endowment another responsibility: that of bringing the humanities to bear upon "the current conditions of national life." And in consultation with this Committee of the Congress and others, my predecessor (Mr. Wallace B. Edgerton, during his Acting Chairmanship) and I

were persuaded that this could most effectively be done in state-wide contexts. After a number of experiments with state arts and humanities councils and university extension units, we all came to recognize that the goal could most surely be achieved by relying in each state upon a mix of citizens who had direct access both to the various strata of the state's citizenry (who recognize what are the current issues of public policy within the state) and to the human and institutional repositories of knowledge which can be brought to bear upon important issues.

I do not know that this is the only way in which humanists can join with the whole range of state citizens to address "current conditions of national life"; but I do know that it has worked.

Wisely, your committee leaders have sought discussion of possible alternatives; I (like you, I suspect) have been on the listening end of such discussion over the past few months. To the best of my knowledge, however,

none of those engaged in the humanities (whom this Endowment was created to serve), no state governors, and none of the existing state-based committees (who almost alone have working experience of this kind of public programming in the humanities) believe that the amendment would improve upon the current structure. In all that I have heard, no case has been made for replacement of the existing volunteer-committee system in conducting state humanities programs. Indeed, the overwhelming evidence is that the volunteer committees are politically non-partisan, fiscally responsible, a credit to the citizenry of their states, and a force for good in promoting the national commonweal.

The Impact of Federal Support

I should like, here, to illustrate the cumulative impact Federal assistance can have in the humanities, based on actual grants.

The range of direct, immediate beneficiaries covers (for example) the junior college teacher who receives a summer

stipend for individual study of American Indian culture; the several scholars who are preparing an historical atlas of the United States; a group of college faculty who are integrating ethical studies into their engineering and pre-med curricula; a team of scholars and editors designing "Courses By Newspaper" on critical public issues; and a museum exhibition or a television film program.

In all these cases, however, the immediate grantees have received NEH funds because their work will serve ultimately hundreds, even millions, of Americans: the junior college teacher's knowledge of American Indian culture will benefit hundreds of students during his or her teaching career; the historical atlas will be used by hundreds of other scholars and in thousands of classrooms and libraries, enriching education and the future acquisition of knowledge; the revised college curriculum will be emulated by other institutions and help train thousands of young people for

professional work of broad effect among the general population; Courses By Newspaper will appear in hundreds of city newspapers and be read by millions; and the museum and television projects will be viewed by other millions in small towns as well as major urban areas.

In addition, the effects of one small grant can be spread out over different time periods and felt by ever larger numbers of people at each stage. Thus, for example, a Youthgrant of \$2,910 to an 18-year-old youth in Southern Nevada helped her organize a local history project which directly involved 35 4-H club members, resulting in four television presentations and an historical exhibit, at the Nevada State Fair, which helped thousands of people gain a greater understanding of the development of their state.

Given this mix of program purposes and immediate and long-term audiences, it is not possible to quantify for any year what a particular budget authority level produces in "number of individuals served." But facts and conservative estimates yield this picture of the reach of NEH programs in the present fiscal year. They will support the work of 1800 individual

humanist scholars, for research, fellowships, and youth-grants. They will fund educational development in 200 schools, colleges, and universities. They will assist 250 research collections, museums, libraries and other humanities-related institutions. They will support 2,250 projects developed in all 50 states through re-grants of the state-based programs, involving 12,400 humanists and reaching an adult audience of 21 million . And they will reach 23 million people through national and regional television and radio programs; 18 millions through Courses By Newspaper; and a further multi-million audience -- surely the largest audience ever engaged in a nation-wide program -- through the American Issues Forum and Bicentennial Youth Debate.

These are not just statistics. Some are grant recipients pushing back the frontiers of scholarship, learning to become better teachers, or organizing and presenting humanistic knowledge for academic or general use. Many are active participants in community discourse addressed to life's difficult decisions; many more are seeking out those few hours or pages in which the media have begun to explore the ideas and works of history's great minds.

Another measure of the Endowment's stimulus is in gifts received from the private sector in support of grant activities. Last year such donations totalled nearly \$6 million. Since NEH began, over \$26 million in private gifts has been received - releasing an equal amount in Federal matching funds - in aid of humanities programs. (This is apart from the \$30 million in non-Federal funds generated by State-based projects, and from private contributions made directly to NEH grantee organizations.)

Funding Levels and National Needs

The foregoing account of NEH work is a record of that "support of national progress and scholarship in the humanities" which the founding Act called for ten years ago. Essentially, it is a record of Federal response to verifiable needs and interests - the needs of the scholarly community and its institutions, and the awakened interest among an adult public hitherto lacking access to these knowledge resources. Without the stimulus provided by the Endowment, we might not have witnessed this efflorescence.

The Administration's bill now before you proposes an authorization of \$113.5 million (plus \$12.5 million in matching funds) for the Endowment in fiscal years 1977, 1978, and 1979. I can assure you that current and developing needs in the humanities will fully justify those levels.

At the half-way point in the Endowment's life, as testimony for the 1970 reauthorization showed, the agency received 2,135 applications. It made in that year 503 awards to a total of \$10.5 million. By contrast, during the year ending June 30, 1975, the Endowment received 6,824 applications and was able to fund 1,330 (or one out of five) of them, totaling \$73.1 million. (In addition thousands of applications were made to organizations conducting NEH State-based programs, and under several fellowship programs aided by NEH.)

What this balance sheet records is a continued commitment on the part of the Administration and the Congress to support this important work. The agencies and individuals presently receiving NEH funds represent a broad spectrum of the constituency to which we respond. But of the 3,000

institutions of higher education, 1,800 museums, 2,200 public library systems, 246 public television stations, and 140,000 scholars in the humanities, none is ineligible for support from the National Endowment for the Humanities. We are, inevitably and properly, highly selective in funding only the best proposals. In this way, we assure that the appropriations requested by the President and provided by the Congress are used to achieve the greatest possible "progress and scholarship in the humanities." I therefore urge you to support the requested authorization.

A generation ago George Santayana wrote that "to be an American is a moral condition, an education, and a career." He saw and admired us as optimists. But he warned of "unpleasant surprises and moral impoverishment" if we disregarded the lessons of the past and a rational approach to the present. His warning was apt. It is echoed in the Arts and Humanities Act where it declares that United States world leadership "cannot rest solely upon superior power, wealth, and technology," but must be founded on "respect and admiration for the Nation's high qualities as a leader in the realm of ideas and of the spirit."

Facing America's Third Century

The Bicentennial is very much with us. Inevitably there's an air of celebration, of bands tuning up for parade. We can expect uncommon outbursts of rhetoric and oratory, and whole industries of slogans and fads, to the outrage of certain intellectuals and others of a sensitive and irritable temper. But if a good time cannot be had by all, it likely will be enjoyed by most.

Initially, the Federal Government itself became involved in promotion of the Bicentennial, but the mechanism chosen proved vulnerable to commercial and political pressures and was discarded. As a result, as you will perhaps recall from the 1973 reauthorization, the Arts and Humanities Endowments were assigned a substantial role - not of promotion, but of responding to proposals from individuals and institutions equipped to contribute to a serious observance of the Bicentennial, through projects of lasting value. The Endowments were already supporting the nation's cultural development - including numerous projects with Bicentennial aspects - on program lines requiring no new departures and no change in their strict application and review procedures.

This turn of events, I think, has proved fortuitous. Good proposals have come from all sectors of our constituency - the scholars, the institutions, the media, from young people and national organizations, and (in the state-based programs) from civic bodies, minority groups, and plain citizens in every corner of America. The Endowment staff has been kept more than busy; so has the National Council on the Humanities, whose oversight has insured against any lowering of the Endowment's non-partisan standards. We have also enjoyed excellent relations with the American Revolution Bicentennial Administration and the President's Domestic Council Bicentennial Committee, which endorsed a large number of NEH projects as special Federal efforts undertaken for 1975-76.

I have already highlighted a variety of outstanding or typical Bicentennial-related grants we have made. Allow me here to add mention of Endowment support for scholarly work on the state papers and private journals of great Americans. The papers of Washington, John Jay and Daniel Webster, for example, are already being collected and prepared for publication, and we shall be supporting similar studies on Franklin, Hamilton and the Adams family. Of more recent

eras, the papers of Frederick Douglass, Jane Addams, and Louis Brandeis are being prepared with NEH grant assistance. I should also note, in relation to the Bicentennial, that the Endowment is helping meet the cost of several international conferences that will bring many of the world's most distinguished intellectuals and cultural leaders to the United States in 1975-76. These forms of international exchange help insure an access to foreign scholars and scholarship which is essential to American leadership and progress in the humanities.

I believe these activities, and those cited earlier, make up an important contribution to the nation's 200th anniversary. Their effects will be felt as incentives by all humanist scholars, and in all cultural institutions, invigorating their future work. And I think they will arouse the interest of countless ordinary citizens to the larger meanings of what was so proudly hailed and fought for in the American Revolution.

In the euphoria of the moment, it is as well to guard against adulation and piety. To speak of a serious re-examination of our past is to look at human fallibility as well as genius, to observe our heroes in the full regalia of their selfish interests, passions, and weaknesses as well as their strengths (and in the case of the villains, their strengths as well as weaknesses). It is to look at where, among our triumphs, we have failed. In the long perspective of time, this land but yesterday was terra incognita, and in the round perspective of the great globe itself, we have never been - nor can we be - "independent" in any final sense. Our power in the world is great, but the rise and fall of civilizations makes a cautionary study.

The public-spirited concern aroused by the Bicentennial will reach a peak on July 4, 1976 - and it will be a great deal more than a mere rhetorical self-indulgence. It will produce a momentum of heightened expectations as to the nation's

well-being, and a readiness to serve that well-being. Inevitably, the Congress and the Administration will face the challenge of consolidating and building on these gains; certainly, the Humanities Endowment will be an instrument for meeting that responsibility. Indeed, the Endowment's legislative charter is addressed to the long-haul buttressing of human values in American society, not to transient occasions.

Ten years of Federal support to the humanities is, I think, a bright page in the recent history of this country. What we have still to write is the continuation and crossing over into America's Third Century. I hope that Congressional reauthorization will also be a reaffirmation of the high purposes which the Humanities Endowment has so far been privileged to serve.

Attachments

1. Briefing paper of the National Council on the Humanities ("The Establishing of State Humanities Agencies")
2. List of State-based committee members
3. Bicentennial-related activities, 1974-76 ("The Endowment and the Bicentennial")

The Establishing of State Humanities Agencies:

Examination of a Proposed Amendment

to the Authorizing Legislation of the

National Foundation on the Arts and the Humanities

A Briefing Paper
of the
National Council on the Humanities

September 1975

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INTRODUCTION

In this paper the National Council on the Humanities presents an analysis of a proposed amendment to the National Foundation on the Arts and the Humanities Act (Section 102 of H.R. 7216 and S. 1800) which would establish an official state government agency in each state to dispense Federal monies in support of the humanities. The resulting appraisal deals with the likely effects of the amendment on the status and progress of the humanities in the United States.

The National Council, charged by Congress with advising in the formulation of national policy in the humanities, considered the provisions of the bill in meetings on August 14-15, 1975. It did so having in mind Senator Pell's comment, when he introduced the bill in May, that the proposed amendment was presented in order to elicit discussion. The National Council believes that the matter is important, and discussion timely. It has therefore welcomed the occasion for a thorough survey of the National Endowment's purposes and methods. This briefing paper is the result, and is intended to be helpful to Senators, Congressmen, and the Chairman of the Humanities Endowment as they approach the formal process of reauthorization.

The issues raised are complex, and a matter of fundamentals; for the Council perceives that the amendment would significantly alter the development and dissemination of humanistic knowledge in this country, with important repercussions on the ability of the National Endowment to carry out the mission assigned it by the Congress. The Council felt obliged, therefore, to go back to definitions, to the nature of humanistic knowledge and the roles played by the arts, the humanities and the sciences in advancing the national well-being. It re-examined the distinctions made ten years ago by the Commission on the Humanities, and then by Congress itself, between the humanities and the arts; the parallels recognized then between the humanities and the sciences; and the various means which are needed to nourish them. It reviewed the means by which national progress in the humanities is secured, and exemplary standards maintained nationwide; and it bore in mind the nation's role internationally as a leader in humanistic scholarship and education. It took stock of just what humanistic resources the nation has had available; how they have (or have not) been developed; and the progress made to date, especially in broader use of the humanities which Congress called for when it amended the Act in 1970.

In this framework the Council considered carefully the degree to which, and the means by which, the administration of Federal funds may be--or has been--most effectively decentralized to support different kinds of humanistic work. This has entailed scrutiny of the growth, purposes and operations of the Endowment's state-based programs, which

in five years have come to involve thousands of professional humanists and millions of ordinary citizens, bringing the resources of the humanities to bear upon the current conditions of life in each state. Throughout, the Council which has helped to spur and guide the nation's humanistic development, has recognized the legitimacy of questions raised by the sponsors of the proposed amendment, and has addressed them with what it hopes is professional rigor and integrity. Its governing criterion has been to search out the amendment's consequences for the humanities themselves and for their role in the enrichment of American society.

I. THE PROPOSED AMENDMENT

Legislative authority for the National Foundation on the Arts and the Humanities will expire at the end of the current fiscal year unless it is renewed by the Congress. Two bills which would accomplish this reauthorization have been introduced. One, the Administration bill, seeks simply to extend the current authorization through FY 1979 and leaves unchanged the language of the Act's other provisions. The other bill bears separate designations in the House and the Senate--H.R. 7216 and S. 1800, respectively--although the two versions are identical.

The latter bill would significantly amend the Act by requiring an official state government agency in each state to dispense Federal monies in support of the humanities. This change, if adopted by the Congress, would be felt immediately in the programs conducted by the National Endowment for the Humanities (NEH), and would also affect the totality of humanistic activity in the United States.

The substance of the amendment (which is contained in Section 102 of H. 7216 and S. 1800) can be summarized as follows:

1. Each state government would create an agency, or designate an existing agency, as its official State Humanities Council.
2. Each state would submit to the Chairman of the Endowment a plan which certified that it would expend NEH monies on behalf of any or all of the kinds of activities which the Endowment itself may support.
3. Ten percent of NEH definite funds would be set aside to guarantee each state a minimum of \$100,000 annually. (The effect of the language on the Endowment's current budget would be to set aside approximately \$7.2 million for such distribution.)
4. Federal money could not support more than 50% of the costs of projects funded by a state council.

Although clearly patterned after current provisions of the Act which mandate the state arts councils--(the proposed section is almost word-for-word the same as Section 5(c) which covers the arts councils)--the language of the amendment would in fact permit an organizational structure and operational concepts quite different from those of the arts councils, yet offers no guidance to the states on the nature and purpose of such humanities agencies; nor does it establish what the Endowment's or National Council's role and responsibility vis-a-vis the state councils would be.

In the terms of the amendment, therefore, the state agencies would have the authority to duplicate NEH programs: to support or engage in scholarly research, humanistic education, media cultural activities, museum programs, and the award of fellowships and youth grants. Thereby the amendment appears to proceed from assumptions about the humanities in the United States which differ sharply from those underlying the creation of the Endowment and the shaping of its programs over the past decade.

II. THE CURRENT CHARACTERISTICS OF THE HUMANITIES IN THE UNITED STATES

A. Establishment of Federal Support (NEH)

The history of the NFAH Act makes clear that the Humanities Endowment was founded to redress an imbalance in the production and dissemination of knowledge in this country. An elaborate and costly system had evolved on behalf of science without any counterpart for the humanities. Spearheaded by Federal agencies aiding basic research (such as the National Science Foundation and the National Institutes of Health), and reinforced by dozens of agencies supporting applied research, an extensive national network for scientific research, training, and education, claiming \$15-\$20 billion of Federal tax dollars a year, had become a fact of American life.

Unlike Federally supported efforts in many areas of national life, scientific research has not been considered a matter which should be left to, or even contributed to by, the 50 states. Rather, through their actions, Presidents and Congressmen have indicated that the production of scientific knowledge was a national affair, important to the citizenry at large; accordingly, the national government assumed a position of leadership in fostering the scientific enterprise. It was this precedent which guided the 1964 Commission on the Humanities in its report and recommendations--specifically, the recommendation that Congress establish a humanities counterpart to the National Science Foundation. The Commission--sponsored by the American Council of Learned Societies, the Council of Graduate Schools, and the United Chapters of Phi Beta Kappa--received wide national support, enabling Congressional leaders, with the President's endorsement, to win adoption of the NFAH Act in 1965.

B. Similarities Between Scientific and Humanistic Work

There are a number of key comparisons between the sciences and the humanities of which the Congress was aware when the Endowment was created, and which remain true today:

1. A major investment in science and humanities instruction is made by state and local governments through support for elementary, secondary, and higher education; such investments

cost billions in state and local taxes, and reflect the perspectives and priorities of each state and local jurisdiction. The bulk of Federal support is concentrated on areas where state and local governments are not active (such as research, and national programs aimed at the general public irrespective of place of residence), rather than on "counterpart" Federal activities to match or relieve local tax burdens. For both science and the humanities, national needs have been the criteria.

2. For scholars and teachers in the humanities, as in the sciences, the prime point of reference in the search for truth is not geographical or jurisdictional, but rather the informed analysis of professional colleagues throughout the nation and the world. Accomplishment almost always is based upon accumulated knowledge contributed by hundreds of individuals. No one can write a history or literature textbook from scratch, but must consult the prior work of humanists spread throughout the country, indeed the world. The context of humanistic and scientific knowledge is national, even international.

3. Finally, in science and the humanities the United States has, in comparison to other countries, by far the largest number of trained professionals. The nation thus has a leadership capacity at international levels in a number of humanistic disciplines: for example, our scholars of Asian history and culture are not merely a national asset, they are a resource of world-wide importance. Indeed, outside of the study of Europe itself by Europeans, American expertise on almost every aspect of the human past is unmatched by any other nation. Maintaining that leadership was an important objective sought by creation of the Humanities Endowment and its National Council.

C. The Arts and the Humanities

According to those legislators who worked to pass the NFAH Act, it was administrative convenience coupled with political necessity which joined the humanities and the arts together in a National Foundation. That the humanities constituted something quite different from the arts was, however, written into the original Act not merely in definitions, but in the kinds of activities authorized; in the composition of the two separate Councils advising the Endowments; and most significantly, in the mandating of state arts agencies and the omission of a similar mandate for the humanities.

Despite these distinctions, the Humanities Endowment--perhaps because of the greater visibility of the arts--has in the popular view sometimes been seen as a twin of the Arts Endowment; the humanities

became closely identified with (some even thinking them another name for) the arts. This identification was reinforced as some state arts councils, given birth by the NFAH Act, were called "arts and humanities councils," although no concrete objectives outside of the arts were stated for them in their states' legislation.

It is thus important to recall that the creation of humanities counterparts to the state arts groups was, in 1965, considered inadvisable by the Act's framers. The arts were seen primarily as performance-oriented activities, springing from the work of their individual creators to serve in presentation to the general public. Work in the humanities, on the other hand, while also serving the broad society, does not always do so directly or immediately: humanistic work is in many ways closer to scientific work in that humanities scholars produce knowledge, which may be used as input in the work of other scholars or transmitted as information needed to educate the young.

To these two uses of knowledge, the Congress added for the humanities a third--an explicit public use, discussed below.

D. The Endowment, the Nation, and the States

Given NEH's mission of building up America's humanistic resources as the National Science Foundation had done for science, the National Council on the Humanities has from the beginning recommended programs of national scope and application. Thus the Endowment has always fostered scholarly research, better teaching, exemplary curriculum development, and country-wide programs to bring humanistic knowledge to the general adult public, for example through museums and national television. These activities are the base upon which NEH has also built up what is now a going concern in all 50 states--that is, the state-based, volunteer committees which share one fundamental purpose: to make Federal seed-money available for home-grown, grass-roots projects bringing the humanities to bear on "the current conditions of national life" as they manifest themselves in state-wide contexts.

In its advisory role the Council has helped shape the Endowment's operating procedures to reflect these national purposes, taking account of two factors: (1) the limited funding available to advance the humanities--a condition permitting only the most urgent work to be supported--and (2) the need to assure that all work would add to or utilize the existing stock of knowledge--a goal requiring an evaluation process involving the most informed and objective judgments in the nation.

This process of competitive application and review--pioneered by NSF and NIH--has enabled NEH to achieve new levels of strength in all

its grant programs through a national exchange of personnel and ideas, measured against national standards, while still responding to the individual public interests of every state.

III. IMPACTS OF THE PROPOSED AMENDMENT

While the full consequences of the proposed amendment cannot be foreseen, the Council wishes to note several specific effects that will almost certainly occur--affecting the humanities in general, the Endowment, and the volunteer humanities committees now operating in the 50 states.

A. Impact on the Humanities

One of the purposes put forth on behalf of the amendment is to extend public interest in the humanities and provide formal institutional support in every state for the Endowment itself. But in the Council's view this admirable objective is at odds with the context in which the humanities operate. The proposed bill assumes:

- that humanistic activity is like artistic activity and amenable to the same institutional framework;

- that institution of new governmental bodies operating at the state level will more efficiently channel Federal funds to the local, grass-roots level than existing mechanisms do;

- that official state councils will be more responsive to the diverse needs of the state's population than a volunteer state committee can be;

- that a peer review process which takes the bounds of a state as its perimeter will retain the confidence of the humanistic community; and

- that the nation's need for sound scholarship, for exemplary curricula, for quality public programming, and for new applications of humanistic knowledge will be unharmed by fragmenting the Federal tax dollars available for these purposes.

Such fragmentation could incidentally result in support for interesting activities and for neglected subjects of investigation which do not always acquire the highest priority in the national perspective. More significantly, however, the calling into being of 50 new entities in jurisdictions not traditionally responsible for fostering the humanities in the United States (and without that clear focus for their activities which is presently held by each of the volunteer state

committees), must inevitably imply the parochialization of research and teaching, the duplication of experimental efforts, and the gradual dismantling of national strength in the humanities. This prospect is undoubtedly the reason why no national government in the world has fragmented support for the humanities or the sciences in the way that the language of the amendment proposes.

Unlike the arts situation in 1965, no state now has an official agency responsible specifically for the humanities*; and it is important to note that the proposed amendment would enable any existing state agency to be designated as the state's humanities council--regardless of its orientation. In terms of actual programming, a number of agencies within a given state could advance a reasonable claim to exercise the humanities responsibility. Claimants might include state systems for higher education, state museums, state libraries, educational television authorities, or state divisions of archives and history--although some of these agencies have missions which lie primarily outside the humanities, while others are concerned with only a limited aspect of humanistic work. (Recognizing this, the National Council has welcomed applications from state agencies for specific projects, but has advised against on-going general operating support).

It is unlikely that the cause of the humanities would be strengthened if they were entrusted to any such state institutions with already established primary goals; nor would it be desirable to divert them from their long-standing missions. On the other hand, an all-purpose state humanities agency would overlap with, and therefore somewhat duplicate, activities of existing state agencies like these. Thus, rather than generating favorable attitudes among legislators and the public toward new or increased state support of the humanities, a newly created agency could have the opposite effect.

State agencies might indeed appear to be a means of adding to the political base of the humanities. But as the Council sees it, humanistic activities themselves--their quality and extent--are the key to a broader constituency. In fact, the Endowment's growth offers many proofs of this, in the kinds of scholarly, educational and public programs which, in a non-partisan environment with Congressional oversight, have become increasingly valued by both the general public and the humanistic community during the past ten years.

* Eleven state arts councils do carry the title "arts and humanities councils;" but these groups have--properly, in view of their legislative mandate--concentrated their operation and budget on artists and the performing arts. It may also be noted here that in two states, arts and humanities councils were, on an experimental basis, given the initial responsibility by NEH for state-based programming; this was subsequently terminated at the request of those councils, and they were replaced by independent volunteer committees.

B. Impact on the National Endowment for the Humanities

Among the foreseeable effects of the proposed change on the Endowment, this stands out:

The National Council will remain responsible for affirming national priorities, and the Endowment will remain responsible for national programs; yet both will be charged with oversight of activities, taking place in 50 states, which will not necessarily be focussed on national needs nor responsive to common standards. The National Council's responsibility for review and recommendation on state plans will be unclear and evaluation difficult, although by law the Council must make a recommendation before awards may be made.

At the present time, all citizens and institutions, provided they meet certain basic criteria, may apply to NEH programs on an equitable basis, knowing that it is the comparative merit of their projects--judged by nationally respected experts--which will determine NEH response. The criteria for evaluating applications have had a clear logic and resulting integrity: projects must, before any other considerations enter in, satisfy standards of quality and purpose that are valid because they apply nationally.

Such standards are not compatible with a situation in which--as is likely should the amendment take effect--certain state humanities agencies determine to concentrate their Federal allocation on one particular kind of activity, like research grants or fellowships, for example. It would not be wise or fair for NEH to continue its own fellowship programs if half of the states instituted fellowship awards open only to scholars residing in their state: thus scholars outside of those states will be denied the opportunity to receive Federal support for projects which would have served the national interest.

Where state agencies determine their individual priorities in humanistic work, the National Endowment will be forced to consider where an applicant is from and the relative availability of support from his own state agency, rather than simply the relative value of the proposed work. In this kind of situation--doubtless further compounded by inevitably shifting emphases in the state agencies--the Council will not confidently be able to identify for the Chairman (and through him for the Congress) the most pressing priorities and the most appropriate forms of Federal support; nor will the Endowment be able to assure to everyone an equitable chance for Federal funds.

These administrative difficulties are not insurmountable; adaptation can be made, although at some expense in efficiency. However, they must inevitably impair, in the eyes of humanists, the integrity of both state and Endowment procedures and criteria; and, in the eyes of the public, they will cast doubt on the impartiality and efficiency governing Federal funding of the humanities. The development of public and scholarly confidence in the capacity of a Federal agency to act fairly and effectively was not easily nor swiftly earned. For this reason, the National Council is sensitive to any action which can undermine the carefully built support of that agency.

C. Impact on Volunteer State Humanities Committees

Although the proposed amendment does not require the abolition of volunteer state humanities committees and their replacement by state agencies, it is difficult to imagine that both approaches could exist within the state. Duplication of effort between the two structures would seem inevitable and tax-payers at both the state and Federal level would properly object to the use of public funds for three levels of humanities activity--the Federal, state, and volunteer--particularly when all three will seem to have similar objectives and programs.

Our judgment is that as the Congress resolves this matter it will--in fact must--face the choice of abolishing the existing structure, or allowing it to continue and that to allow it to continue means relinquishing the intent, substance, and wording of the proposed amendment. For these reasons, and because there is some indication that the proposed amendment intends to replace the state volunteer effort with a state government effort, the following analysis weighs the accomplishments of the present volunteer approach. To place this in context, a description of the present volunteer effort is first necessary.

Purpose of the Volunteer State Effort

Three related objectives led to the establishment of volunteer citizens' committees for the humanities in each state.

The first objective was to relate the nation's resources in the humanities to the problems and choices which American society faces, in a useful and explicit way. It was the perception of Congress, and of the humanities community, that the great issues on the national agenda were not resolvable by technical and scientific knowledge alone; that they also required examination from the viewpoint of our past (history), the viewpoint of human values (history, literature, philosophy), and the viewpoint of logic and reason (philosophy, jurisprudence) as opposed to emotion and divisiveness--and above all that they needed a

deeper perspective than that of the immediate crisis and short-run technical "solutions." Thus, in amending the NFAH Act, Congress instructed the Endowment to give "particular attention to the relevance of the humanities to the current conditions of national life."

A second objective shared by Congress and the National Council was to make humanistic knowledge available to the general public in a useful way--not just in the schools and colleges, but in the community, the home, the place of work. It was perceived (correctly, in 1965, when the Endowment was established) that a limited number of affluent and educated adults had access to the humanities, while the great majority had virtually no sustained or useful access to one of the nation's striking areas of world leadership--the humanities.

A final objective was to broaden grant-making in the humanities so that the use of Federal dollars would reflect perceptions at the grass-roots level of our country.

These objectives were something new in the national experience and in the fields of the humanities. Experiments were thus necessary with university extension units, with state agencies, and with broadbased volunteer citizens' committees--from which it became clear that the volunteer-committee approach was the only one suited to attaining all objectives. State agencies had difficulty in dealing with broad public issues without advocacy, and in distinguishing between the humanities and other areas; university extension units had difficulty reaching beyond their traditional clientele to a broader public and establishing community participation in grant-making.

Besides having none of these disabilities, the volunteer approach had an advantage beyond price: because they wanted to be involved in these objectives, and were free of competing organizational priorities, the volunteer state committees could give their full energies and attention to realizing the goals set by the Congress--goals which required arduous developmental work in each state, and which required an extraordinarily broad range of experience among the membership of the volunteer state committees.

The result is that the Endowment has, since 1971, worked with and through volunteer state citizens' committees, initially in six states and now in all 50. The committees apply to the Endowment for Federal grant funds, which they then regrant to local institutions and organizations across the state. At no level of this process is participation coerced; the volunteer committee makes its own judgment about the level of energy and dollars appropriate to its state, and requests funds from the Endowment accordingly; at the local level each institution or organization makes its autonomous judgment as to whether it wishes to mount a

humanities project focussed on the needs of its community, and applies to the state committee accordingly.

Typically, state volunteer committees include prominent members of community organizations throughout the state; representatives of labor, business, and other important sectors of the public; geographic distribution reflecting urban and rural interests; representation from ethnic and minority publics important in the particular state; scholars in the humanities from institutions of higher education; and leaders of humanities-related institutions such as libraries, museums, colleges and universities.

All grants made by the state volunteer committees aim at supporting projects for the general adult public; they do not, for example, support research and teaching activities in the humanities--which receive operational support of specific programs at the state level and may compete for programmatic support at the Federal level. All grants address genuine public issues from a humanistic perspective and in a non-partisan, non-advocacy framework.

As each volunteer state committee makes application annually for a "new" grant from the Endowment, the National Council on the Humanities, aided by outside reviewers from the public and from the world of scholarship, undertakes a careful review of past work--of how effectively the general public was reached by the committee's grants, with what emphasis on the humanities and objective discussion of public issues, how representative the committee membership was in terms of perspectives within the state, and how adequate the committee's fiscal and accounting procedures were. On the basis of this review, further funds are provided, and occasional suggestions are made drawing on relevant experience of the other volunteer state committees.

Accomplishments of Volunteer State Programs

The above organization and procedures have enabled the National Council and the volunteer committees to build--in the brief span of four years--a record of accomplishment that the Congress should find gratifying:

1. Operating volunteer committees exist in all 50 states, and will be extended to the remaining jurisdictions in FY 1976; almost 1,000 Americans serve without pay (i.e., without cost to the state or Federal taxpayer) on these volunteer working committees, in addition to the thousands more who volunteer assistance as individual project directors, sponsors, and resource personnel.

2. In the four completed years of the program, volunteer committees have supported 3,500 projects in 9,000 American communities, reaching an audience of over 20 million Americans and involving over 10,000 scholars in the humanities. In fiscal 1975 alone, the state committees supported over 1,700 projects across the nation.

3. The volunteer committees have spent over 28 million Federal dollars during the past four years without a single criticism of their fiscal management; in fiscal 1976 the Endowment plans to allocate over \$15 million of its appropriation to the volunteer committees.

4. The above \$28 million in Federal funds have been matched by more than \$30 million of private and local money from individuals, corporations, foundations, institutions and organizations--who have borne over half the cost of committee-supported projects because they believe they had value; not because the taxing power of the state was in use.

5. Most state committees have incorporated as non-profit groups under their state's laws; have adopted charters and by-laws which provide for representative membership and rotation of membership according to stated terms, and which provide for public access to virtually all aspects of their operations; and have established firm regulations to ensure financial responsibility and accountability.

6. State volunteer committees have begun to mount cooperative regional programs to use resources more effectively, and to knit together the public across state lines; and they have initiated a nation-wide self-evaluation process which ensures that the experience of all states can be available to a particular committee as it reviews its work.

7. In four years of operation, no substantial concern has been expressed at the level of state government, or by the public in the states, that the procedure or objectives were inimical to the state, that the purpose could be better served by an alternative method, or that the volunteer committees were either unrepresentative or one-sided in their membership or their grants. To the contrary, the reception of this approach in the states has been enthusiastic, and the volunteer committees have rather quickly established cooperative arrangements which permit them to work closely with both state and private agencies who may share mutual interests.

Thus--the point without which all the other accomplishments are meaningless--the volunteer committees have genuinely achieved the Congress' objectives, and need only the Congress' sympathetic continued support to

serve still further: the nation's adults have been provided access to the humanities in a manner and to an extent unprecedented in this country; the humanities have been applied to the current conditions of national life in formats which the public (including the leaders in state government) have found useful and important; and the perception of ordinary Americans keen to the needs of their states has been brought to bear upon the grant-making process.

It appears to the National Council that the program of the volunteer committees is not merely the most dramatic new achievement in the humanities since the Endowment was created; it is also an exemplary program of the Federal government which is successfully witnessing to and supporting the traditional American democratic values of rational discussion, community participation, and informed individual choice.

Some Consequences of Changing to a State Agency Approach

The replacement of volunteer committees by state agencies would, the Council believes, have a number of undesirable consequences:

1. The Council thinks it unlikely that the energies of volunteers (which seem crucial in achieving the Congress' intent) can be replaced--unless greatly increased funds for overhead are made available--by the more rigid approach of a statutory public agency at either the state or Federal level; after all, state volunteer organizations were created precisely in recognition of the inherent limitations of the Humanities Endowment as a statutory public agency.
2. A creative element of the existing volunteer program is its independence and freedom from political consideration, however legitimate such considerations may otherwise be. The present program succeeds in dispassionate examination of public issues in each state with the help of the humanities--whereas it seems unlikely that a state agency could avoid the appearance of advocacy, either in its grants or in personnel appointments to its board and staff.
3. Based on actual experiences, it is clear that at least in some states existing private funds would be less available, for in some instances they would not be legally available to a state agency. These withdrawn funds would have to be made good by the state itself if the program were not to reduce its scope and effectiveness.
4. Replacement of volunteer efforts by a statutory apparatus would increase the operating cost of current programs--and this at a time of unusual economic stringency.

5. At the most practical level, some consideration must be given to the fact that each of the existing 50 state volunteer committees believes the proposed change would disrupt or cripple the kinds of community-based programs which have been developed. The Endowment's advisory group of chairmen of state volunteer committees has unanimously and formally expressed both their appreciation for the past support of the Congress, and their hope that the program can continue in its present form.

In sum, the likely result of the proposed amendment would be to dismantle the structures through which the volunteer committees have made such impressive progress in relating humanities scholarship and resources to a broad public. To do this would be to abandon an imaginative experiment in government--the establishing of a voluntary partnership between the ordinary citizen and a Federal agency, and thus ultimately between those citizens and the Congress which gave birth to the underlying concept of such communication.

IV. CONCLUSION

Throughout its consideration of the proposed amendment, the National Council on the Humanities has kept in mind the implications for the development and dissemination of humanistic knowledge in the states and nationally, for all of the current programs of the National Endowment, for the existing volunteer state activities, and for the Council's own legislated role of advising in the development of Endowment goals and priorities.

The Council looked first of all to the broadest context of the humanities. The context assumes that support for the discovery and dissemination of humanistic knowledge is, like comparable work in the sciences, a matter of national interest: it knows no state or regional boundaries, and is therefore best encouraged through national competition and review, to ensure the highest level of progress nationally and the most efficient distribution of Federal resources. To proceed otherwise would be to invite inequities, to dissipate accepted standards of quality, and to fragment humanistic scholarship and education.

At the same time, the present NEH "state-based" volunteer program has quite evidently fulfilled the intent of the Act where it calls for bringing the humanities to bear on "current conditions of national life." It has done so by linking scholars and the adult public in addressing issues of wide concern within each state, working at the grass-roots level through independent volunteer bodies representing a variety of

community interests. To interpose another level of bureaucracy, in the form of a state agency, would counter this decentralization and incur additional administrative expense. In many instances it would draw off the local funds now being generated on behalf of humanistic activities; and, in the last resort, it would disrupt what is a unique program of citizen participation and an unusual example of the accomplishments of Federal-private partnership within each state.

The Council is now persuaded that mechanisms developed over the past ten years by the National Endowment are extraordinarily effective and relatively economical; and that the Congressional reauthorization process provides a satisfactory means for scrutiny of the Endowment's accomplishment, for evaluation of its methods, and for assessment of national progress in the humanities. It is not clear--the Council concludes--that the proposed amendment would improve upon present practices. On the contrary it could, even under optimum circumstances, impair future progress in the humanities--within the states and nationally.

It is a virtue of the proposed amendment that it has compelled a review of such complex matters. Certainly, a continuing public dialogue is required if "the Nation's high qualities as a leader in the realm of ideas and of the spirit" are to be assured. In welcoming that dialogue, the Council must, however, conclude that the amendment will not serve the best interests of the humanities in the nation or within the states.

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NATIONAL ENDOWMENT FOR THE HUMANITIES

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The Endowment and the Bicentennial

From its creation in 1965, The Humanities Endowment has sought to deepen the nation's capacity for understanding its history and guiding principles, and to foster the use of that knowledge in strengthening the fabric of American society. That objective, set forth in the NFAH Act and pursued under the guidance of the National Council on the Humanities, is reflected in all NEH programs, which have supported a broad spectrum of activities directed at illuminating the American past, its impact on the present course of the nation, and its relationship to other cultures and civilizations. Thus, a major part of the Endowment's work is, and will always be, closely related to what a serious observance of the Bicentennial should intend.

Going beyond the legislative mission of the Endowment, the Federal Government is inevitably concerned with the Bicentennial -- not as a promoter or supervisor, but as a participant. In that role its example and influence will importantly affect the over-all tone and quality of the nation's response to the occasion. If government support is directed into programs that involve the highest ideals of American life, then other public and private observances of the Bicentennial should be affected for the good.

By virtue of its characteristic programs and the standards of excellence which govern them, the Endowment has been charged by Congress and the Administration with a principal responsibility for assisting Bicentennial-related activities of serious purpose and lasting value. This has not required radically new departures in programming, but rather an expansion of support in established fields where the Bicentennial stimulus would naturally be felt in increased proposals. Accordingly, with the increased funding available during FY 1974-76 the Endowment has identified certain specifically Bicentennial priorities as extensions of normal NEH activities, conducted under standard operating procedures.

The requested FY 1976 appropriation provides for continued funding, as in FY 1974-75, through which the Endowment solicits proposals within the aforementioned priorities: in the public programs, to emphasize American themes in film, television, and community projects; in education, to help establish

American studies programs at all educational levels; in fellowships, to address historically important issues and their implications for the present and the future; in research grants, to support reference works and new editions dealing with American history and culture; and in planning and development, to encourage young people and other population elements in a deeper concern with the American experience.

A principal focus for many of these activities is the American Issues Forum (AIF), a national program developed under Endowment auspices and co-sponsored by the American Revolution Bicentennial Administration. The core of the Forum is a calendar of issues running from September 1975 to May 1976 and comprising

major issues which have continually affected American life from the beginning. The calendar was designed to provide a flexible programming framework enabling all American organizations, institutions and individuals to participate in a nation-wide dialogue about the nation's heritage and goals.

Public reaction to the AIF was immediately enthusiastic, and it has become the national framework for serious Bicentennial observance. A very large number of Americans are now and will be throughout 1976 engaged in AIF-related activities -- and most of these will be carried out without Federal support. Major television networks have scheduled programs to coordinate with the Forum's topics; national public radio is presenting a monthly series tied into the Forum; newspapers, magazines, and corporate publications will feature articles on Forum topics; national organizations (AFL-CIO, NAACP, National Grange, Foreign Policy Association, National Council on the Aging and others) are developing specialized materials for their members; educational institutions have adopted the Forum's calendar for classroom work and for outreach activities into their communities; and thousands of local civic, religious, and professional bodies will be conducting discussion programs on AIF issues. All these activities suggest that a "nation in dialogue with itself" -- the goal of the Endowment and others who helped develop the American Issues Forum -- has become a reality.

The Endowment is charged by the NFAH Act with helping Americans "to achieve a better understanding of the past, a better analysis of the present, and a better view of the future." It has accordingly welcomed the Bicentennial's potential for arousing citizen interest in the nation's well-being, not just among academic humanists but among members of all professions and the adult public generally. In the years beyond 1976, its task will be to consolidate and strengthen this awakened public interest.

The following pages briefly summarize NEH activities which have received funding during the FY 1974-76 period and which relate to the nation's observance of its two-hundredth anniversary. These include (a) a listing of those activities which have been recognized by the Domestic Council's cabinet-level Bicentennial Committee as special Federal projects for the Bicentennial period, (b) a listing of other activities supported by the Endowment which -- as they focus on the development of American civilization and the humanistic aspects of problems confronting the citizenry today -- may be of particular interest during this period, and (c) a section describing American Issues Forum activities of especial significance.

NATIONAL ENDOWMENT FOR THE HUMANITIES
Bicentennial-related Projects, FY 1974-76
(Funding in thousands)

	<u>FY 1974</u> <u>Actual</u>	<u>FY 1975</u> <u>Actual</u>	<u>FY 1976</u> <u>Estimated</u> ^{1/}
A. <u>Projects Approved by Domestic Council Bicentennial Committee</u>			
1. <u>State-based Humanities Programs.</u> Operational programs, administered by State Committees on the Humanities, supporting in all 50 states local projects directly involving millions of citizens in discussions with humanists about important public policy issues of concern to their state.	\$ 7,569	\$ 13,690	\$ 15,600
2. <u>American Film Review.</u> Production of programs and series on the American heritage for television and radio including "The Adams Series" (a 13-hour program sequence covering 200 years of American history beginning with John Adams), biographical series on George Washington and Thomas Jefferson, and programs on selected aspects of American civilization.	3,540	2,985	2,000
3. <u>America's Authors on Films.</u> Dramatizations of great works of American literature -- short stories, plays, and writings by such writers as Mark Twain, Willa Cather, Ernest Hemmingway and Eugene O'Neill -- which illuminate the American character and experience.	265	1,738	500
4. <u>Perspectives on America.</u> Design and preparation of major interpretive museum exhibits, which will travel to various areas of the country, and community museum exhibits which illustrate the nation's origins, growth, and evolution.	1,217	1,880	1,500

	<u>FY 1974</u> <u>Actual</u>	<u>FY 1975</u> <u>Actual</u>	<u>FY 1976</u> <u>Estimated</u> <u>1/</u>
5. <u>Skills for the Bicentennial</u> . Training workshops for staffs of museums and historical societies relating to the design, presentation, and coordination of Bicentennial interpretive exhibits.	431	342	100
6. <u>National Humanities Series</u> . Humanities programs on Bicentennial themes developed by the NEH Program Development Centers involving live presentations and audience participation for the nation's smaller communities.	1,241	352	<u>2/</u>
7. <u>Great Issues in the American Experience</u> . Community discussion programs -- organized around great historical questions and issues in our past which have continuing relevance to contemporary America -- developed and conducted for broad-scale participation by citizens in major metropolitan areas.	330	841	1,500
8. <u>College Courses for the Bicentennial</u> . New humanities programs for colleges and universities examining the American Revolution, the subsequent development of the nation, and America's place in the world.	1,162	1,054	1,000
9. <u>History in the Schools</u> . Preparation of improved and up-to-date curriculum materials in American history and development of interdisciplinary American studies courses for the elementary and high school classroom.	989	452	500
10. <u>Scholarship for the Bicentennial</u> . Original research on the background and events of the Revolutionary period, the development of American institutions, history and culture of U.S. minorities and regional groups, and America's relations with other countries.	2,486	2,790	3,000

	FY 1974 <u>Actual</u>	FY 1975 <u>Actual</u>	FY 1976 <u>Estimated</u> ^{1/}
11. <u>Letters and Papers of Great Americans.</u> Editing of the papers of American statesmen -- including George Washington, John Jay, Robert Morris, John Marshall, Daniel Webster, and Booker T. Washington -- and preparation of definitive and complete editions of the works of major nineteenth-century American writers such as Hawthorne, Thoreau, Melville, and Whitman.	1,776	924	750
12. <u>International Bicentennial Conferences.</u> Congresses and conferences of international scholarly organizations bringing the leading figures in the humanities from around the world to the United States in recognition of the Bicentennial.	362	879	100
13. <u>Bicentennial Histories for the States.</u> A series of guidebooks for each state, the District of Columbia and the territories, providing the general public with interpretive essays relating the history of each State to that of the nation.	291	1,538	300
14. <u>Bicentennial Course by Newspaper.</u> Development of a college-level course, using newspaper articles and aimed at the general public, examining American Issues Forum subjects.	85	748	<u>2/</u>
15. <u>Good Reading for the Bicentennial.</u> Preparation of annotated reading lists -- one series for adults, another for young persons -- of books and audio visual materials which can be used for individual study or group discussions concerning American Issues Forum topics.	--	220 ^{2/}	<u>2/</u>
16. <u>National Bicentennial Youth Debate.</u> Organization of a program involving thousands of high-school and college students in every state in research on American history and discussion of selected issues and value questions relating to the American Issues Forum.	159	1,240 ^{2/}	750
Total - Domestic Council Approved Projects	22,003	31,673	27,600

	FY 1974 <u>Actual</u>	FY 1975 <u>Actual</u>	FY 1976 <u>Estimated</u> ^{1/}
B. <u>Other Bicentennial-related Activities</u>			
1. <u>Humanities Institutes</u> . Establishment of a three-year institute on "The Humanities and National Life" bringing senior and junior scholars from around the country together to undertake interdisciplinary research and curriculum development for college-level courses which can be used in undergraduate programs in American civilization.	\$ 2,759	<u>2/</u>	<u>2/</u>
2. <u>Faculty Fellowships and Seminars</u> . Aid for individual and group study projects by college teachers examining selected aspects of U.S. history and culture.	1,204	1,127	1,200
3. <u>Youthgrants</u> . Humanities projects designed and conducted by students and out-of-school youth on local, regional, and minority history.	154	110	150
4. <u>Special programs</u> . Planning and development of new programs relating to American themes and aimed at special populations.	<u>902</u>	<u>1,542</u> ^{2/}	<u>2,000</u> ^{2/}
Total-Other Activities	<u>5,019</u>	<u>2,779</u>	<u>3,350</u>
Grand Total	27,022	34,452	30,950

^{1/} Based on FY 1976 appropriation request.

^{2/} Funding in previous year sufficient to assure presentation/operation during Bicentennial period.

AMERICAN ISSUES FORUM

Active Projects

September 1975

The American Issues Forum is a national program for the Bicentennial, uniquely designed to engage the direct participation of every citizen nationwide, as well as others beyond our borders, during the Bicentennial year.

Although developed under the auspices of the National Endowment for the Humanities and co-sponsored by the American Revolution Bicentennial Administration, the Forum has been designed by a small group of private citizens, and initially presents only a framework for other programs. Its success as a national Bicentennial program (and as an extraordinary experiment in the creation of a national dialogue) depends upon the degree to which the nation -- through its organizations, institutions, corporations, foundations, communities, neighborhoods, groups, families, and individuals -- develops programs under the calendar of topics which the Forum affords.

This list of Active Projects describes activities undertaken by various media, organizations, corporations, and state and community groups as of September 1, 1975.

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1. DISSEMINATION AND PROMOTION OF THE FORUM CALENDAR

Sponsor and Project	Activity	Activity Director
Exxon Corporation: The Public's Calendar	Summary version of the Forum Calendar, available for the public in August through an attractive pull-out insert in leading magazines.	See August/September issues of <u>Times</u> , <u>Ladies Home Journal</u> , <u>Ebony</u> , <u>National Geographic</u> , <u>Reader's Digest</u> , and <u>Scholastic Magazines</u> .
Screen News Digest/ Hearst Metrotone News: Film Documentary; Summary Calendar and Discussion Guide	A promotional 20 min., color film documentary on the Forum to introduce interested community organizations and groups to the Forum, with Summary Calendar/Discussion Guide.	State Humanities Committees State Bicentennial Commissions NEH ARBA or Mr. Martin Kendrick, Dir. Screen News Digest/Hearst Metrotone News 325 East 45th Street New York, New York 10017
Bank of America: Statement Stuffers and Special Articles	Introduction to the Forum and summary Calendar in August-September Bank statements, and publication of Forum-related articles in <u>Bank American</u> .	Mr. Duncan Knowles Social Policy Bank of America San Francisco, Calif.
Adult Education Association: Calendar in Spanish	"Foro Sobre Temas De Los Estados Unidos de America." Spanish version of full calendar and supporting materials for local community groups.	Charles Wood, Exec. Dir. Adult Education Association 810 18th Street, N.W. Washington, D.C. 20006

2. MEDIA ACTIVITIES

Sponsor and Project	Activity	Activity Director
WNET/13 PBS In-School Television and Prime Time Broadcast	Monthly in-school television programs with supporting teacher and student materials keyed to the nine monthly Forum topics based on a design created by the Children's Television Workshop. For students in grades 6-9 and for adults. To be broadcast by PBS in school districts and prime time. 16 mm. film prints also available. Additional private sector funding is still being sought.	Dr. Donald Fouser WNET/13 304 West 58th Street New York, New York 10019 or Dr. Dan Fales WNET/13 356 W. 58th Street New York, New York 10016
University of California, San Diego Extension: "Courses By Newspaper"	Weekly articles on Forum topics distributed free to participating newspapers by U.P.I. and the National Newspaper Association. Credit and non-credit courses offered through local colleges. Readers and Study Guides available.	George Colburn/C.A. Lewis "Courses By Newspaper" 4901 Morena Boulevard Suite 209 San Diego, California 92117
National Public Radio: "American Issues Radio Forum"	Nine monthly three-hour radio forums, including presentations, discussions, and national call-in sessions. Broadcast monthly, on the first Saturday from 11:00 A.M. to 2:00 P.M. (Eastern Time) beginning in September.	Dr. Jack Mitchell Director of Informational Programs National Public Radio 2025 M Street, N.W. Washington, D.C. 20036
CBS/ABC/NBC: Forum-related Programs	Network specials, documentaries, public affairs programs, news broadcasts, talk/discussion shows, and sit-com/entertainment programs will be relating their schedules, wherever possible, to Forum topics.	(Information about these to be provided by networks and contained in special NEH bulletins on national television programs.)

3. NATIONWIDE PROGRAMS

Sponsor and Project	Activity	Activity Director
American Library Association: AIF Reading Lists	Two reading lists--one for adults and one for young readers--to support the weekly Forum topics. 10 million lists that include books, records, and audio/visual materials distributed through all libraries, bookstores, and many national organizations. Posters also available.	Mr. Donald E. Stewart American Library Association 50 East Huron Street Chicago, Illinois 60611
Speech Communication Association: Bicentennial Youth Debates	Local, state, regional, and subsequently national competitive youth debates on the Forum's monthly topics. Participation from high school and college-age youth, as well as wide community participation. Development of ongoing programs for participating youth. Private sector funding is still being sought.	Dr. Richard C. Huseman, Dir. Bicentennial Youth Debates 1625 Massachusetts Avenue, N.W. Washington, D.C. 20036
Materials for Schools: 1. Science Research Associates (SRA)	Correlation of SRA social studies materials with the 36 weekly topics of the Forum, available for purchase by elementary and secondary schools, and by adult groups and organizations for use in in community discussions.	Mr. Bernard Velenchik Social Studies Product Manager SRA, Inc. 259 East Erie Street Chicago, Illinois 60611
2. Scholastic Magazines: <u>Scholastic Voice</u>	Monthly statements, on the Forum's topics relating various literary works and trends to the monthly issues.	Ms. Marjorie Burns Editor, <u>Scholastic Voice</u> Scholastic Magazines Inc. 50 West 44th Street New York, New York 10036

4. NATIONAL ORGANIZATIONS: SPECIFIC FORUM MATERIALS

Sponsor and Project	Activity	Activity Director
American Association for State and Local History: Assistance to Historical Organizations	Nine essays by distinguished historians viewing the Forum topics from the local perspective of city, town and countryside. Suggestions for Forum programming for organizations, community organizations, and local media.	Dr. William T. Alderson Executive Director American Association for State and Local History 1400 Eighth Ave. South Nashville, Tennessee 37203
AFL-CIO: Labor Perspectives	Pamphlets on the Forum's monthly topics distributed to union members throughout the country.	Mrs. Dorothy Shields Division of Education AFL-CIO 815 16th Street, N.W. Washington, D.C. 20006
Educational Film Library Association: Forum Film List	Comprehensive annotated list of films available on each of the Forum topics, published at cost for use by film libraries and interested groups and organizations.	Ms. Nadine Covert Administrative Director Educational Film Library Association 17 W. 60th Street New York, New York 10023
Foreign Policy Association: Discussion Materials	Discussion materials for the 7th month, "America and the World," for use in FPA nationwide adult study discussion programs.	Dr. Norman Jacob, Dir. Foreign Policy Association 345 East 46th Street New York, New York 10017
Gaylord Brothers, Inc./SIRS: Materials for Libraries	Program package for libraries on the Forum topics. Designed for use by librarians in planning and conducting Forum community discussion programs. Available for purchase.	Ms. Virginia H. Mathews Gaylord Brothers, Inc./SIRS P.O. Box 61 Syracuse, New York 13201

4. NATIONAL ORGANIZATIONS: SPECIFIC FORUM MATERIALS (Cont'd.)

Sponsor and Project	Activity	Activity Director
National Association for the Advancement of Colored People (NAACP): Minority Viewpoints	Special articles on monthly Forum topics to appear in the NAACP monthly journal, <u>CRISIS</u> .	Mr. Warren Marr, II Editor, <u>Crisis</u> 1790 Broadway New York, New York 10019
National Center for Urban Ethnic Affairs: Ethnic Viewpoints	Series of articles stressing ethnic identity on the Forum's weekly topics. To be distributed to ethnic media throughout the country, including 750 ethnic language community newspapers and radio stations.	Msgr. Geno Baroni, Pres. Andy Leon Harney, Editor National Center for Urban Ethnic Affairs 4408 Eighth Street, N.E. Washington, D.C. 20017
The National Council on the Aging: Older Americans Materials	Discussion materials on the monthly Forum topics for use by organizations and individuals who work. Distributed through newspapers and national organizations affiliated with NCOA.	Mr. Louis Hausman NCOA - Suite 504 1828 L Street, N.W. Washington, D.C. 20036
National Federation of the Blind: "Talking discs."	"Talking discs" containing the full Calendar to enable the blind in America to participate in the Forum.	Mr. James Gashell National Federation of the Blind 1346 Connecticut Avenue, NW Washington, D.C. 20036
The National Grange: Rural and Small Town Area Statements on the Issues	Discussion materials on the monthly Forum topics for use by member Granges and other organizations concerned with the farmers and residents of rural areas and small towns.	Mr. David R. Lambert The National Grange 1616 H Street, N.W. Washington, D.C. 20006

4. NATIONAL ORGANIZATIONS: SPECIFIC FORUM MATERIALS (Cont'd.)

Sponsor and Project	Activity	Activity Director
National Urban League: Minority Viewpoints	Discussion materials on two specific monthly topics for 103 local Urban Leagues and the communities they serve.	Mr. James Williams Director of Communications National Urban League 500 East 62nd Street New York, New York 10022
Women in Community Service, Inc. (WICS): Women's Viewpoints	Pamphlets on the monthly Forum topics for use by four national organizations and two regional organizations of the WICS coalition of women's groups.	Miss Mary A. Hallaren Executive Director WICS, Inc. 1730 Rhode Island Avenue, N.W. Washington, D.C. 20036

5. NATIONAL ORGANIZATIONS: GENERAL FORUM PROGRAMS

Sponsor and Project	Activity	Activity Director
Administration on Aging Department of Health, Education, and Welfare Community Meetings	Agencies on the aging at the local, state, and Federal levels to address the question of older Americans and their relationship to the Forum issues.	Dr. Clark Tibbits Administration on Aging Department of Health, Education, and Welfare Washington, D.C. 20201
American Association of Community and Junior Colleges: General Community College Participation	Information to member institutions, encouragement to convene Community Leaders' Workshops, articles in its <u>Journal</u> , and program ideas for community colleges on the Forum topics.	Dr. Roger Yarrington Vice-President AACJC - Suite 410 One Dupont Circle, N.W. Washington, D.C. 20036
American Association of State Colleges and Universities: Community Outreach	Cooperation with the "Courses By Newspaper" and adoption of the Forum as an official program for its Bicentennial community outreach program.	Dr. William Fulkerson AASCU Suite 700 One Dupont Circle, N.W. Washington, D.C. 20037
National Association of Manufacturers: Corporate Involvement	Provision of information about the Forum and opportunities for corporate involvement disseminated through articles in <u>Service for Company Communicators</u> and <u>Industrial Press Service</u> .	Ms. Betty Millsaps Editor/Writer NAM 1776 F Street, N.W. Washington, D.C. 20006
American Association of University Women: Local Programs	Endorsment of the Forum and use of its publications to encourage its 1,850 local branches to participate.	Dr. Linda Hartsock Program Development, AAUW 2401 Virginia Ave. N.W. Washington, D.C. 20037
American Field Service: Student Participation	Recognizing the Forum in <u>World Review</u> , and participation in the Forum's community programs by foreign students, Americans abroad, returnees, and domestic program students.	Ms. Karin F. Eisele Assoc. Dir., Development AFS/International Scholarships New York, New York 10017

5. NATIONAL ORGANIZATIONS: GENERAL FORUM PROGRAMS (Continued)

Sponsor and Project	Activity	Activity Director
American Library Association Local Leadership	Use of ALA publications to inform 22,000 libraries of the Forum. State librarians are taking the lead in stimulating Forum activity state-by-state.	Dr. Robert Wedgeworth Executive Director American Library Association 50 East Huron Street Chicago, Illinois 60611
American Society of Newspaper Editors: Resources for Projects Relating to the Press	Knowledgeable editors as speakers and resource persons for Forum projects related to press freedom topics.	Mr. William H. Hornby Executive Editor <u>The Denver Post</u> P.O. Box 1709 Denver, Colorado 80201
Camp Fire Girls: Local Forum Programs	Integration of Forum with Bicentennial activities, presentations in <u>Camp Fire Leadership</u> , and encouragement of local groups to develop Forum Programs.	Ms. Gwen Harper, Dir. Program Development Camp Fire Girls, Inc. 1740 Broadway New York, New York 10019
Kiwanis International: General Information to Members	Feature the Forum in Kiwanis Bicentennial activities and ask clubs to develop seminars around the Forum's topics each month.	Mr. John L. McGehee, Dir. Public Relations Dept. Kiwanis International Kiwanis International Bldg. 101 East Erie Street Chicago, Illinois 60611
League of Women Voters: Community Projects	Publicizing of Forum among 1,350 local chapters, encouraging participation in the Community Leaders Workshops, and stimulating community discussions on the Forum's topics.	Ms. Peggy Lampl, Exec. Dir. League of Women Voters 1730 M Street, N.W. Washington, D.C. 20036
National Association of Counties: County Programs	Introduction of Forum in a series of regional Bicentennial Workshops and publicizing the Forum in its publications to generate county Forum programs.	Ms. Florence Zeller National Association of Counties 1735 New York Avenue, N.W. Washington, D.C. 20006

5. NATIONAL ORGANIZATIONS: GENERAL FORUM PROGRAMS (Continued)

Sponsor and Project	Activity	Activity Director
National Association of Educational Broadcasters: Media Programs	Publicizing of the Forum in NAEB's general membership newsletter and in the April issue of <u>Public Programming</u> .	Ms. Eva Archer, Dir. Publications & Informational Services - NAEB 1346 Connecticut Ave. N.W. Washington, D.C. 20036
National Congress of Parents and Teachers: Involving the PTA Units	Information to 35,000 local PTA Units in <u>PTA Today</u> , and addressing the PTA annual conference to one of the Forum topics.	Dr. Robert Crum Managing Director National Congress of PTA 700 North Rush Street Chicago, Illinois 60611
National Conference on Social Welfare: Annual Forum	Use of the Forum topics and Forum materials to plan its 103rd Annual Forum.	Ms. Margaret E. Berry National Conference on Social Welfare 22 West Gay Street Columbus, Ohio 43215
National Education Association: (NEA): State and Local Educational Programs	Feature the Forum in its publications, carry notices about the topics to be discussed, and suggest to state and local chapters how they can participate.	Ms. Janice M. Colbert Bicentennial Coordinator National Education Assoc. 1201 16th Street, N.W. Washington, D.C. 20036
National Institute of Senior Centers: Local Center Projects	Publicize the Forum in its newsletter, and encourage Senior Center Directors to include Forum projects as a major Center activity for the life of the Forum.	Mrs. Joyce Leanse, Dir. National Institute of Senior Centers 1828 L Street, N.W. Washington, D.C. 20036

5. NATIONAL ORGANIZATIONS: GENERAL FORUM PROGRAMS (Continued)

Sponsor and Project	Activity	Activity Director
Speech Communication Association: Bicentennial Archives of Spoken Communication	A sound recording archive for the Forum following the nine monthly Forum topics. Private sector funding being sought.	Dr. William Work, Exec. Dir. Speech Communication Association Statler Hilton Hotel New York, New York 10001
Toastmasters International: Speakers Bureaus	Presentation of one Forum topic each month in <u>The Toastmaster</u> , and encouraging membership to develop Forum speeches for Toastmasters Clubs and Speakers Bureaus.	Mr. Bruce Anderson Toastmasters International 2200 North Grant Santa Ana, Calif. 92701
U.S. Conference of Mayors: City Programs	Publicizing the Forum in its newsletter, <u>Bicentennial Cities</u> , and introduction of the Forum at a series of regional Bicentennial Workshops.	Mr. Michael DiNunzio U.S. Conference of Mayors 1620 Eye Street, N.W. Washington, D.C. 20006
Academy Forum of the National Academy of Sciences: Open Forums	Series of 5 - half day public forums from the scientific perspective on Forum topics, with 2-day summary forum.	Dr. Robert White Director, Academy Forum National Academy of Sciences 2101 Constitution Ave. N.W. Washington, D.C. 20918
6. <u>INTERNATIONAL PARTICIPATION</u>		
U.S. Information Agency (USIA):	Distribution of the Forum Calendar to U.S. embassies, along with video tapes, reading lists, and special discussion guides on Forum topics.	Mr. Richard Wooten U.S. Information Agency 1776 Pennsylvania Ave., N.W. Washington, D.C. 20547

7. REGIONAL, STATE, AND COMMUNITY PROGRAMS

Sponsor and Project	Activity	Activity Director
Courses By Newspaper, University of California Extension, San Diego: <u>Forum Source Book for Community Leaders.</u>	<u>Source Book</u> for the Forum includes discussion questions, ideas on speakers and panels, and films, records and cassettes related to each weekly topic.	Publisher's Inc. P.O. Box 381 Del Mar, California 92014
Georgia Center for Continuing Education: <u>Handbook for Organizing a Community Group</u>	Guidebook for organizing community forum programs.	Ms. Margaret E. Holt Georgia Coordinator American Issues Forum Georgia Center for Continuing Education University of Georgia Athens, Georgia 30662
State and Regional Bicentennial Commissions: Information Network	Introduction of the Forum to regions and states. Some active statewide Forum projects: Illinois, North Dakota, South Dakota, Florida, Arizona, Ohio, Alabama, New York, Pennsylvania, Nebraska, Iowa, Washington, Utah, Montana, Indiana, Wisconsin, Michigan, Georgia, and Rhode Island.	State, territorial, or regional Bicentennial Commission.
State Humanities Committees: Forum projects	Information to the public through newsletters and other publications, provision of Forum film and literature to community groups, and funding Forum projects.	State Humanities Committee
Bank of America: Stimulating Community Forums	Provision of Forum information through branch banks in California and other western states, encouragement of communitywide projects, and use of bank facilities for local meetings.	Mr. Duncan Knowles Social Policy Bank of America San Francisco, Calif. 94104

7. REGIONAL, STATE, AND COMMUNITY PROGRAMS (Continued)

Sponsor and Project	Activity	Activity Director
The University of Denver: Regional American Issues Forum Program	Forum regional program providing supporting materials and coordination in Colorado, Montana North Dakota, South Dakota, Utah and Wyoming.	Dr. Robert E. Roeder Office of the Dean University of Denver Denver, Colorado 80210
The University of South Dakota: Forum Regional Teaching Guide (grades 4-9)	Regional teaching guide coordinated with the Forum topics available for purchase by schools, libraries, and community groups.	Dr. Bruce G. Milne, Educational Research and Service Center University of South Dakota Vermillion, So. Dakota 57069
Adult Education Association: Community Leaders Workshops	One-day Community Leaders Workshops for 10-12 leaders of the local community (including church, labor, business, service clubs, library, civic, etc., representatives). 1350 Workshops have been scheduled.	Mr. Charles Wood, Exec. Dir. Adult Education Association of the U.S.A. 810 18th Street, N.W. Washington, D.C. 20006 or Mr. John Nachtrieb Community Workshops Project
Project Forward '76: Religious Organizations	Promotion of the Forum through the religious media and provision of a reader's guide for religious organizations, churches, and synagogues developing Forum discussion and study groups.	Mr. Charles Brackbill Project Forward '76 Suite 1676 475 Riverside Drive New York, New York 10027
American Issues Forum Cities Committees: Citiwide Forums	Endowment sponsored urban programs on Forum topics in 4 metropolitan areas. Coordinated city-wide Forum programs utilizing media, continuing education programs, supporting materials, and local discussion formats.	Dr. J.S. Holliday Director, California Historical Society 2090 Jackson Street San Francisco, Calif. 94112

7. REGIONAL, STATE, AND COMMUNITY PROGRAMS (Continued)

Sponsor and Project	Activity	Activity Director
American Issues Forum Cities Committees: Citywide Forums (Cont'd.)		Dr. Robert Wright, Dea. School of Urban Affairs Metropolitan State Coll Denver, Colorado Mr. Claud Stanush P.O. Box 897 San Antonio, Texas 7829 Dr. Stanley Katz The Law School University of Chicago Chicago, Illinois 6063
Bicentennial Communities: City and Town Programs	Many of the nation's 5,000 "Bicentennial Communities" have endorsed the Forum, held community-wide assemblies and are now planning community Forum programs.	Chairman, Bicentennial Committee (City/Tow
University and Colleges: Statewide, Regional and Community Programs	Universities and colleges--serving as resource centers for their areas, have become focal points for developing Forum programs such as lecture series, interdisciplinary credit and non-credit courses on Forum topics, speakers bureaus, and town meetings. <u>Examples of statewide Programs:</u> University of Utah and Brigham Young University developed a series of 36 television programs to coincide with the Courses By Newspaper weekly articles. Available to institutions of higher learning throughout the state, and to community groups for use in their Forum discussions.	Dr. Richard Kendall Office of the Dean Graduate School University of Utah Salt Lake City, Utah 84

7. REGIONAL, STATE, AND COMMUNITY PROGRAMS (Cont'd.)

Sponsor and Project	Activity	Activity Director
<p>University and Colleges: Statewide, Regional and Community programs (Cont'd.)</p>	<p>The University of Georgia Center for Continuing Education coordinates the Forum in Georgia, is developing university Forum programs, and has held a statewide meeting in cooperation with the State Bicentennial Commission and the State Humanities Committee to assist community groups.</p> <p><u>Examples of Regional Programs:</u></p> <p>University of Wisconsin, Oshkosh has developed weekly panel discussions for radio broadcasting, inviting community groups in the northeast region of Wisconsin to participate in the programs.</p> <p>Bergen County Community College has developed a countywide Forum program involving a wide range of community organizations in Forum activities.</p>	<p>Ms. Margaret Holt Center for Continuing Education University of Georgia Athens, Georgia 30601</p> <p>Dr. Kenneth Grieb University of Wisconsin Oshkosh, Wisconsin 54901</p> <p>Ms. Lois Marshall Dean, Community Services Bergen Community College Paramus, New Jersey 07652</p>
<p>United Church Board for Homeland Ministries, National Congress of PTA, Education Commission of the States: Radio Interviews and Discus- sion Guides for Communities</p>	<p><u>Our Heritage, Our Hopes</u>--30 minute, taped radio interviews and discussion guides for community, business and Labor organizations, church groups, schools and student organizations. Provocative observations about the United States made by leading citizens in all fields, keyed to the Forum Calendar.</p>	<p>Grant Spradling/Robert Ritchter United Church Board for Homeland Ministries 287 Park Avenue South New York, New York 10010</p>
<p>Institute for the Study of Civic Values: Local Labor Program</p>	<p>Forum program with Labor groups in the Philadelphia five-county region, including neighborhood and civic organization projects.</p>	<p>Mr. Edward Schwartz Institute for the Study of Civic Values 330 Race Street Philadelphia, Pennsylvania 19106</p>